CHILDREN'S INTERNET USAGE STUDY

CENTER FOR
CYBER SAFETY
AND EDUCATION

CHILDREN'S INTERNET USAGE STUDY

(GRADES 4-8)

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CHILDREN'S INTERNET USAGE STUDY

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BACKGROUND AND METHODOLOGY

CHILDREN'S INTERNET USAGE STUDY

- Center for Cyber Safety and Education contracted with Shugoll Research to conduct research with children in grades 4 to 8 and their parents to better understand children's Internet usage behavior and the extent to which they engage in age inappropriate, or even dangerous, behavior while using the Internet. Specific research objectives are to:
  - Assess Children's Use Of The Internet Other Than For Homework Or Schoolwork
  - Identify Types Of Electronic Devices Children Have
  - Determine Where Children Use The Internet Without Adults Watching Them
  - Determine Whether Children Have Been Taught To Use The Internet Safely And If They Have Used The Internet In Ways That Their Parents Would Not Approve
  - Assess The Types Of Websites/Apps That Children Visit And Their Activity On Those Websites/Apps
  - Determine Children's Online Interaction With Strangers
- An in-person survey was administered to student/parent pairs in Los Angeles, St. Louis, Washington, DC and Baltimore between July 15th and July 21st, 2015. A total of 192 children with their parents were recruited to research facilities in these cities to complete a 30-minute self administered survey on-site. Respondents were divided into two sessions by their grade levels in each market: 4th & 5th grade and 6th, 7th & 8th grade. A facilitator guided children through the survey in a classroom style room while parents took the survey themselves in the waiting area. Respondents were asked to omit their names from the survey to ensure anonymity. Surveys were collected at the end of each session and data were then tabulated. This report summarizes the results.
- The project team considered several methodological alternatives for this study that conformed with the ethics of the market research industry. For example, we rejected online surveys because we felt parents should see the questions their children were sent and children would not be honest in their answers with parents monitoring them.
- The chosen methodology allowed parents to see the exact questions their child received but allowed children to complete the survey without the parent watching. Children were also told that their responses were anonymous and would not be seen by the parents, teachers or anyone. We feel this produced honest responses from the children in an ethical manner.

CHILDREN'S INTERNET USAGE STUDY

- A total of 171 student/parent pairs completed the in-person survey (342 surveys total):
  - Los Angeles, July 15th, 2015:
    - 23 4th & 5th Graders / 23 Parents
    - 22 6th, 7th & 8th Graders / 22 Parents
  - St. Louis, July 16th, 2015:
    - 23 4th & 5th Graders / 23 Parents
    - 22 6th, 7th & 8th Graders / 22 Parents
  - Bethesda, Monday, July 20th:
    - 19 4th & 5th Graders / 19 Parents
    - 20 6th, 7th & 8th Graders / 20 Parents
  - Baltimore, Tuesday, July 21st:
    - 17 4th & 5th Graders / 17 Parents
    - 25 6th, 7th & 8th Graders / 25 Parents
- The sample size was limited by the cost of the chosen methodology and budget constraints. While the data are presented in quantitative form, we recognize that there are a limited number of respondents (data are accurate with +/- 7.6% at a 95% confidence level) chosen from just four cities. The findings are intended to promote conversation about important issues based on this sample limited in size and geography. We do not suggest the data are generalizable nationally. Nevertheless, we believe the data are good indicators directionally of children's Internet use today.

CHILDREN'S INTERNET USAGE STUDY

- All respondents were screened to ensure that they:
  - Were in grades 4-8 during the 2014-2015 school year
  - Have Internet access in their home
  - Spend at least 2 hours per week on the Internet for something besides homework
  - Use a desktop PC, tablet, smart phone or gaming system to access the Internet
- Also, for security reasons, parents could not work for a market research company or advertising agency.
- Children and parents were recruited to reflect a mix on:
  - Gender of the child
  - Public and private schools (with some home schooled children included)
  - Urban and suburban residence
  - Race/ethnicity
  - Annual household income

A profile of respondents is shown in Appendix A. Note that demographic information was captured in the parent surveys and then associated with the child in the data tabulations.

CONCLUSIONS AND RECOMMENDATIONS

CHILDREN'S INTERNET USAGE STUDY

1. Almost all children acknowledge that parents and schools are teaching them about Internet safety. However, parents are not always vigilant in their follow-through. They seem unaware of how late children are online (often at midnight or later on a school night and after 1 AM on weekends). Most parents do not frequently monitor their childrens' activity on social media sites including Facebook. They are aware that their children sometimes use the Internet in ways they don't approve, but don't always hold their children (especially younger ones) accountable for that behavior. It seems parents, in particular, need to be given more tools (tips, handbooks) on how to monitor the online behavior of their kids.

2. The fact that children are on the Internet late at night can affect their readiness to learn at school. Almost four in ten say they have been really tired at school because they were up late using the Internet other than to do homework. A few (10%) have come to school late because they were tired from late night Internet use or even were absent from school (5%) because of it. Given how this affects school performance, perhaps teachers and school systems should be a tool in helping students understand appropriate Internet use.

3. The high frequency of Internet use by children alone increases the possibility of using it inappropriately or in dangerous ways. The majority of children are online (excluding for homework or schoolwork) 7 days a week. Even almost half of younger students (4th-5th grade) are online every day. On average, children are online over 4 hours a day on weekends and over 2 hours a day on school days beyond doing homework or other schoolwork.

4. Parents are enabling their children to have online access. Almost three in four kids have been given a cell phone, about two in four have access to a tablet and close to half have a computer in their bedroom. As a result, almost all children say they can and do use the Internet without parents watching them. This is often done on their phone when not at home, at a friend's house or even when they are at home. In addition, those who have their own Facebook page most often say that their parents set up the page for them. Using these tools, children are able to engage in age inappropriate behavior online and even dangerous behavior. About three in ten students acknowledge they use the Internet in ways their parents would not approve. This is particularly true (four in ten) for older students. These activities primarily include lying about their age to get onto an adult website (31%), listening to or downloading music with adult content (31%), watching programs or movies online meant for adults (21%), searching the Internet for topics meant for adults (20%) and using a webcam or Facetime to chat with a stranger (15%). Parents need to be made more aware that inappropriate Internet use is widespread and is engaged in by all types of children. Their own children may not be immune to the dangers. Foundations interested in online behavior, companies with an investment in Internet sites, government agencies and educational associations may need to come together to help adults understand more clearly the dangers lurking online for their children.

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5. A common form of danger online is when children connect with strangers who can hide their background, including age. Four out of ten children say they have connected with strangers online. Over half doing so tell the stranger they are older than they are or even are an adult. The online interaction with a stranger sometimes progresses to texting or voice conversation by phone. Some give out sensitive information like their phone number or home address. The most dangerous online activity is done by a small percentage of children. Nevertheless, when these percentages are projected to the number of children in these grades in the U.S. population, a lot of children are putting themselves at risk. About 4 percent of children say they have met in person with a stranger they connected with online. Other poor choices made by small numbers of children include posting photos of themselves online or in a text message that parents would find inappropriate (8%) or purchasing something online with a credit card without parental permission (6%). Organizations interested in the field must continue to develop strategies to reduce online risk and keep children safe. While these dangers have been documented in the past, perhaps they need to be made more resonant for today's parents and children.
6. Among the most popular types of websites children visit are gaming sites where you compete against strangers (63%), fantasy sites where you can play a character (59%) and gaming sites that have violent content (50%). Among more troublesome sites, moderate numbers go to chat rooms where they can talk with strangers (21%), sites with sexual photos or videos (17%) or sites with instructions on how to cheat on tests and in school (11%). Small numbers go to sites where you can purchase or learn how to make weapons (5%), dating sites (5%), gambling sites (4%) or sites to purchase alcohol (1%). Owners of these types of sites need to be held more accountable for identifying the age of those accessing their sites.
7. The most popular social media sites among children (all of which enable sharing of content) are Instagram, Snapchat and Vine. Moderate numbers use Facebook, Pinterest, Twitter and Ask.fm (which allows anonymous comments which can be sexual or bullying in nature). The latter is particularly popular with 6th-8th graders. Hazards on these sites increase for those who post on them and almost two thirds say they do.
8. There are few differences by gender in how children use the Internet. Other than boys tending to visit gaming and sports fantasy sites more often, boys and girls have similar access to the Internet and use it in similar ways.

DETAILED FINDINGS

Objective 1:

Assess Children's Use Of The Internet Other Than For Homework Or Schoolwork

CHILDREN'S INTERNET USAGE STUDY

Assess Children's Use Of The Internet Other Than For Homework Or Schoolwork

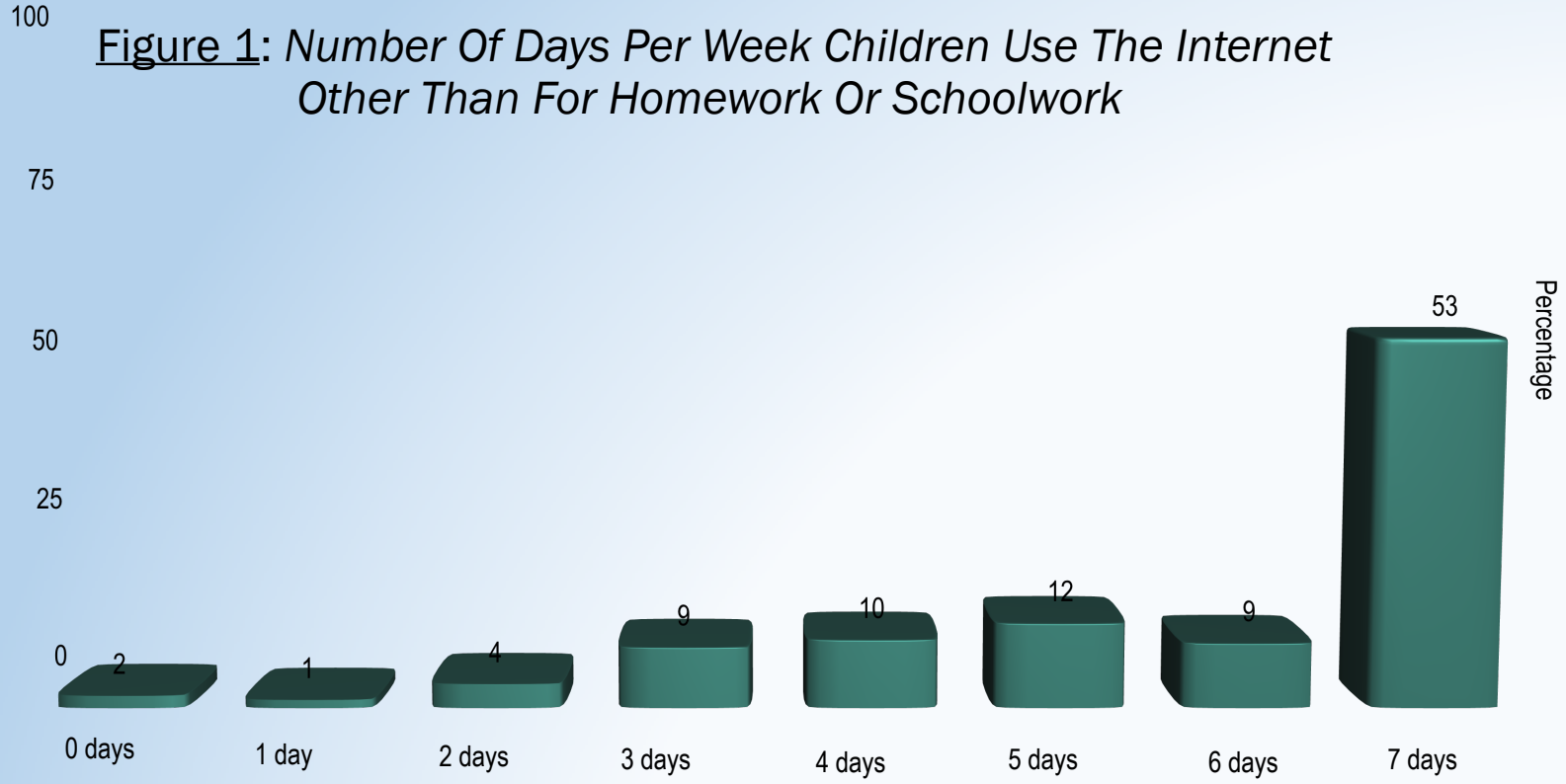
- Children in grades 4-8 are very active on the Internet:
  - Over half (53%) of these children use the Internet other than for homework or schoolwork 7 days a week (see Figure 1).
  - Boys (50%) and girls (56%) are equally likely to use the Internet 7 days a week (see Figure 2). As one might expect, older children (grades 6-8) are more likely to be online 7 days a week (61%). But even among younger children (grades 4-5), almost half (45%) use the Internet 7 days a week.
  - Parents (72%) are even more likely to perceive their kids are online 7 days a week.
- Students spend hours on the Internet each day, on average, even on school nights:
  - Even on days when they are in school and likely have homework, on average respondents spend over 2 hours per day (2.31) on the Internet other than for schoolwork, with almost four in ten (37%) spending 3 hours or more a day online (see Figure 3).
  - On weekdays, 6-8 graders spend an average of almost 3 hours online (2.98) while younger students spend 1.57 hours (see Figure 4). There is no difference by gender, and the average hours named by students matches parents' perceptions (2.31).
  - Children spend, on average, over 4 hours (4.24) per weekend day online (other than for schoolwork), with almost four in ten (38%) spending 5 hours or more per day (see Figure 5).
  - On weekend days, average Internet use jumps to 5.12 hours a day for those in grades 6-8 (it is 3.29 for younger students), with no statistically significant differences by gender or between what children say and their parents' perceptions (4.09) (see Figure 6).

CHILDREN'S INTERNET USAGE STUDY

Assess Children's Use Of The Internet Other Than For Homework Or Schoolwork

- Children are sometimes up late on the Internet doing things other than schoolwork:
  - On school nights, almost half of children (49%) have been online at 11 PM or later and a third (33%) have been on the Internet at midnight or after (see Figure 7).
  - The number of 6-8 graders who have been online at midnight or later on school nights is close to half (45%), and is even significant (20%) for those in 4th-5th grade (see Figure 8). There are no differences between girls and boys. Parents significantly underestimate whether their children are online at midnight or later as only 11 percent perceive this to be the case.
  - On weekends, kids can be up and on the Internet after 1 AM (41%) (see Figure 9).
  - The number of 6-8 graders who have been online at midnight or later on weekends is almost three in four (73%), and is almost half (46%) for those in 4th-5th grade (see Figure 10). There are no differences between girls and boys. Parents significantly underestimate whether their children are online at midnight or later on weekends as only 38 percent perceive this to be true.
  - As a result of late night Internet use on weeknights, a significant number of children (37%) say they sometimes feel really tired at school (see Figure 11). A few have been late to school because of their late night Internet use (10%) or even missed school (5%).

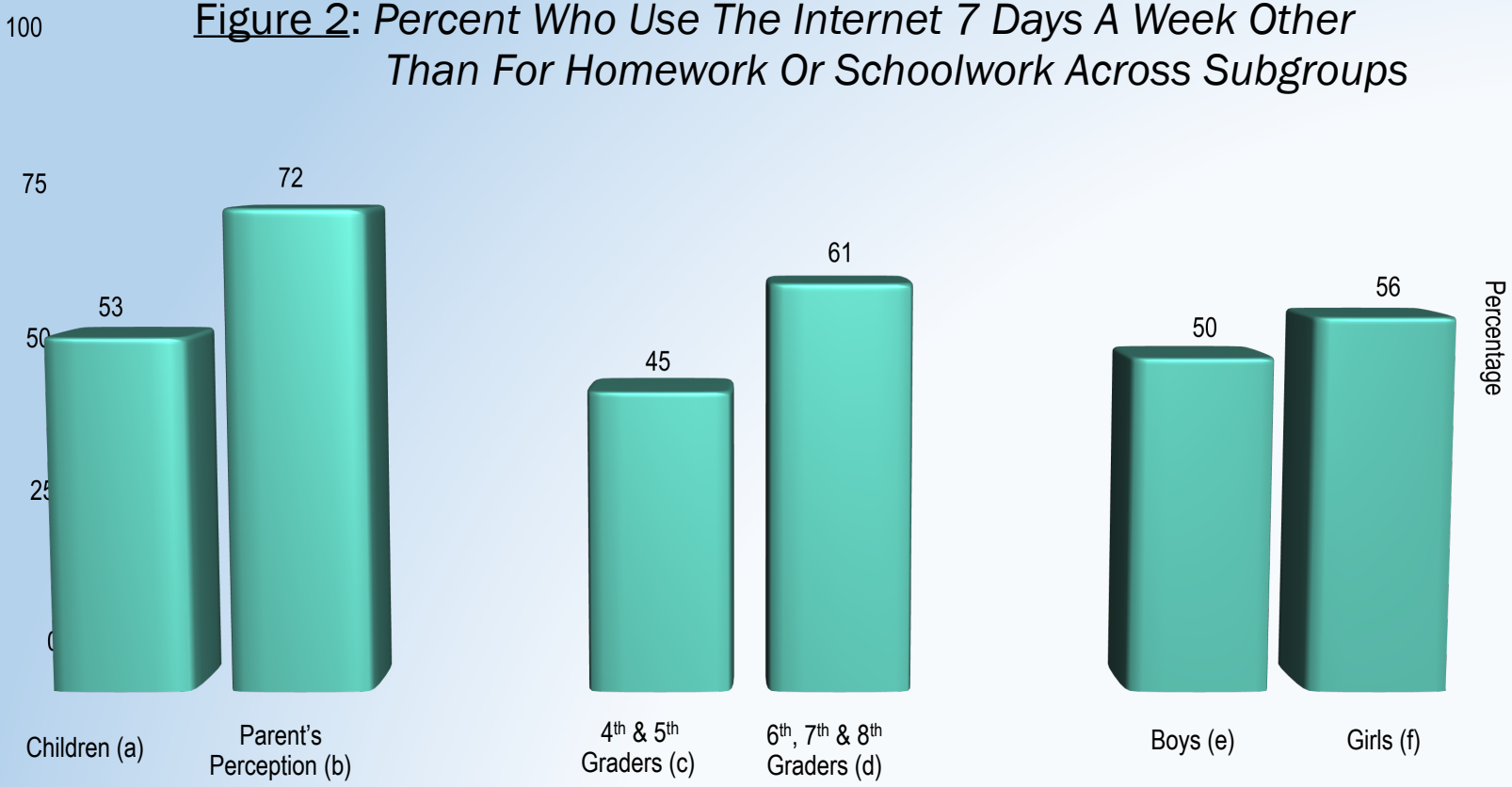
CHILDREN'S INTERNET USAGE STUDY



Base: All children answering (n=171).
Q4: Other than doing homework or schoolwork, how many days a week would you guess you are using the Internet?

CHILDREN'S INTERNET USAGE STUDY

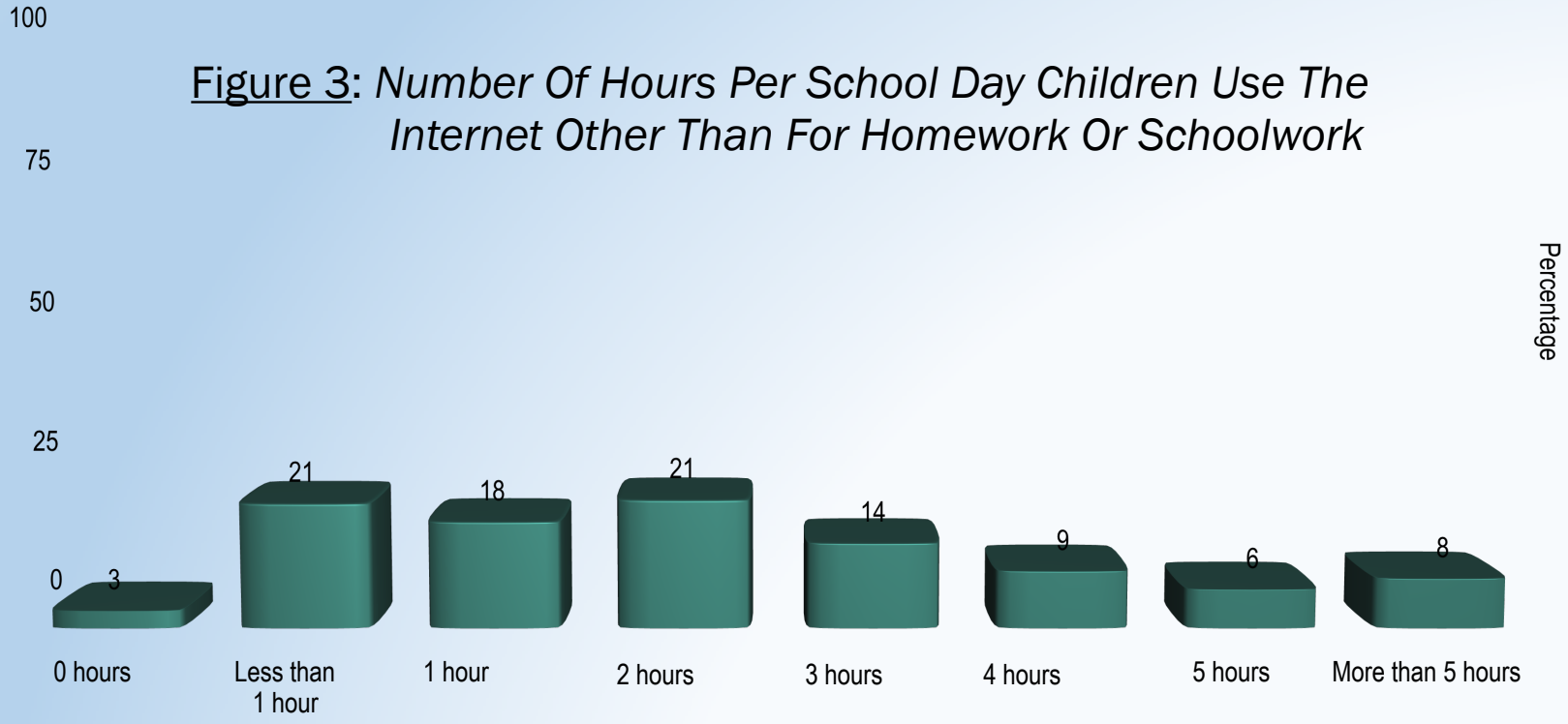
Figure 2: *Percent Who Use The Internet 7 Days A Week Other Than For Homework Or Schoolwork Across Subgroups*



Base: All respondents answering: Children (n=171), Parent's Perception (n=171), 4th & 5th Graders (n=82**), 6th, 7th & 8th Graders (n=89**), Boys (n=91**), Girls (n=78**).
Q4: Other than doing homework or schoolwork, how many days a week would you guess you are using the Internet? 7 days
Note: Letters indicate statistically significant differences.
**: Warning, small base.

CHILDREN'S INTERNET USAGE STUDY

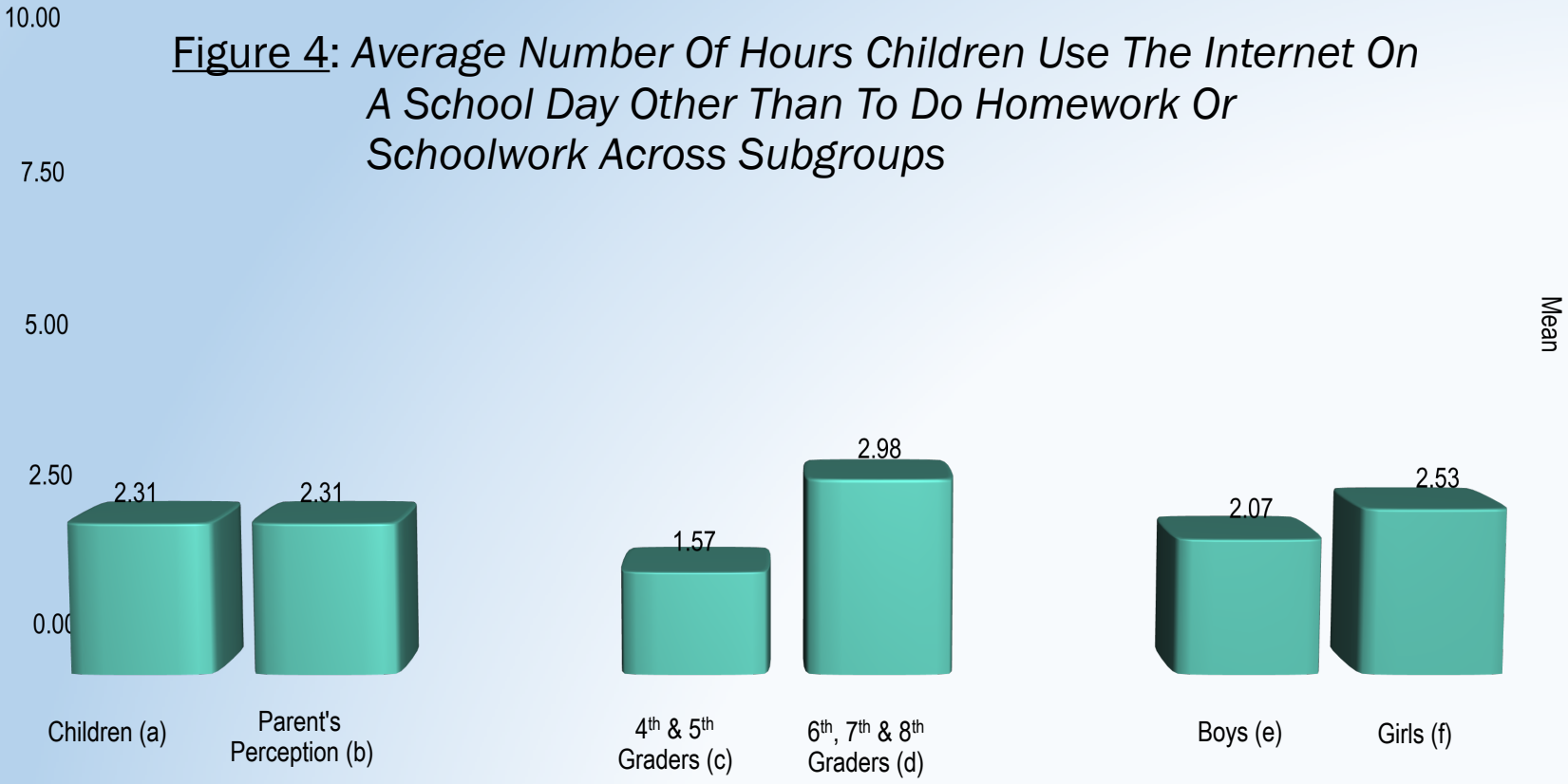
Figure 3: *Number Of Hours Per School Day Children Use The Internet Other Than For Homework Or Schoolwork*



Base: All children answering (n=171).
Q5: Other than doing homework or schoolwork, on a typical school day, how many hours would you guess you are using the Internet?

CHILDREN'S INTERNET USAGE STUDY

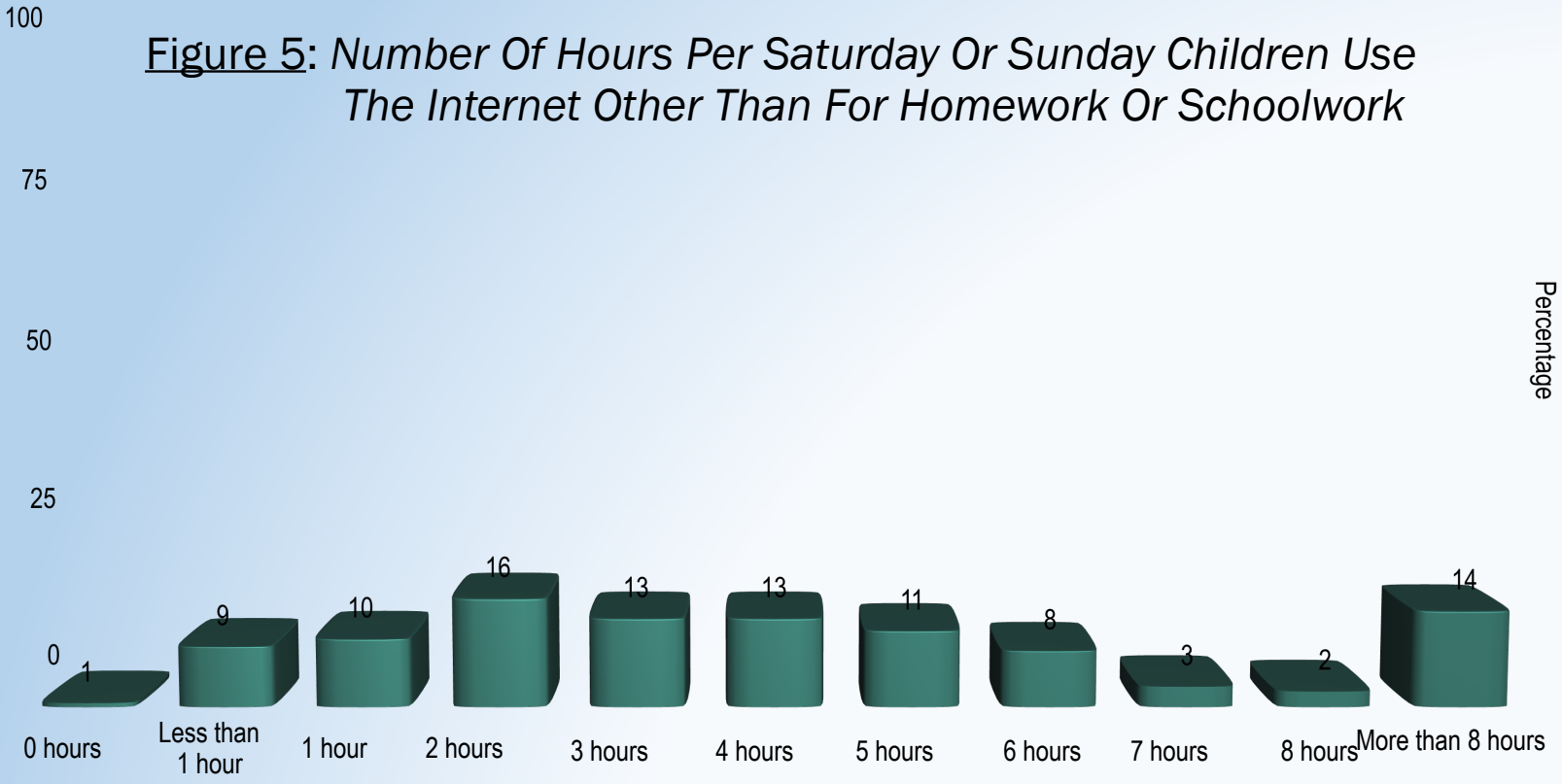
Figure 4: *Average Number Of Hours Children Use The Internet On A School Day Other Than To Do Homework Or Schoolwork Across Subgroups*



Base: All respondents answering: Children (n=171), Parent's Perception (n=171), 4th& 5th Graders (n=82**), 6th, 7th & 8th Graders (n=89**), Boys (n=91**), Girls (n=78**).
Q5: Other than doing homework or schoolwork, on a typical school day, how many hours would you guess you are using the Internet?
Note: Letters indicate statistically significant differences.
**: Warning, small base.

CHILDREN'S INTERNET USAGE STUDY

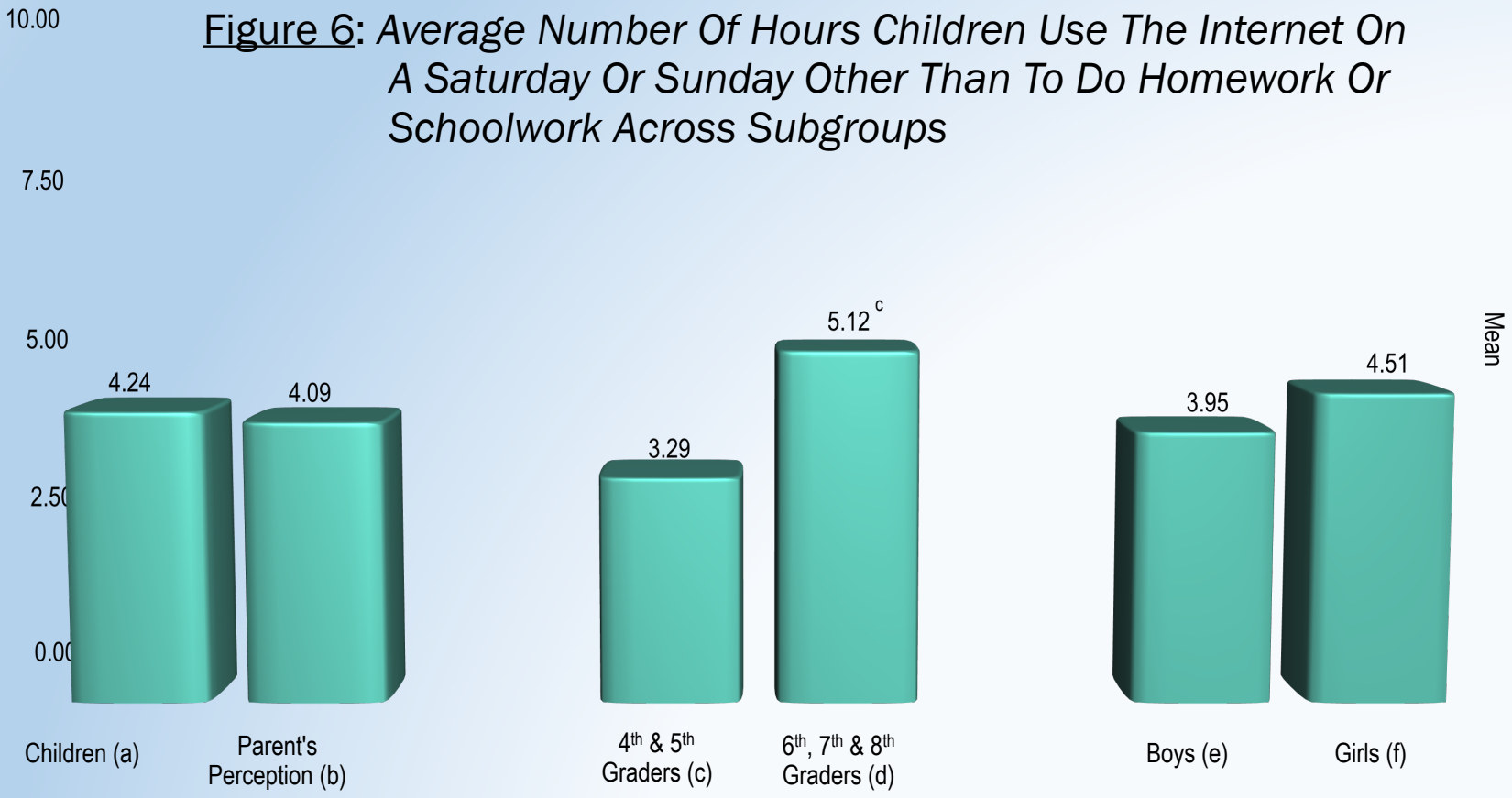
Figure 5: *Number Of Hours Per Saturday Or Sunday Children Use The Internet Other Than For Homework Or Schoolwork*



Base: All children answering (n=171).
Q6: Other than doing homework or schoolwork, on a typical Saturday or Sunday, how many hours would you guess you are using the Internet?

CHILDREN'S INTERNET USAGE STUDY

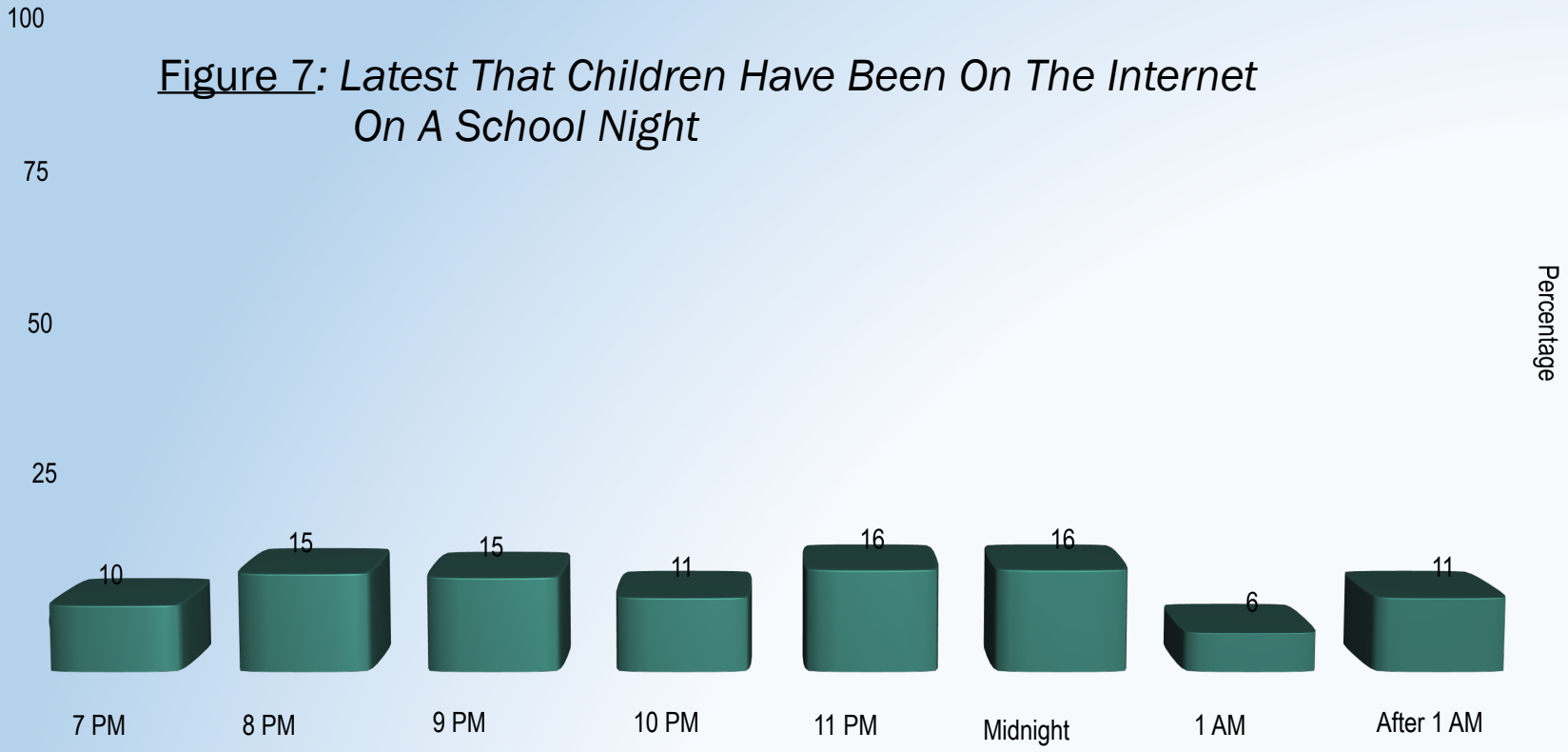
Figure 6: *Average Number Of Hours Children Use The Internet On A Saturday Or Sunday Other Than To Do Homework Or Schoolwork Across Subgroups*



Base: All respondents answering: Children (n=171), Parent's Perception (n=171), 4th & 5th Graders (n=82**), 6th, 7th & 8th Graders (n=89**), Boys (n=91**), Girls (n=78**).
Q6: Other than doing homework or schoolwork, on a typical Saturday or Sunday, how many hours would you guess you are using the Internet?
Note: Letters indicate statistically significant differences.
**: Warning, small base.

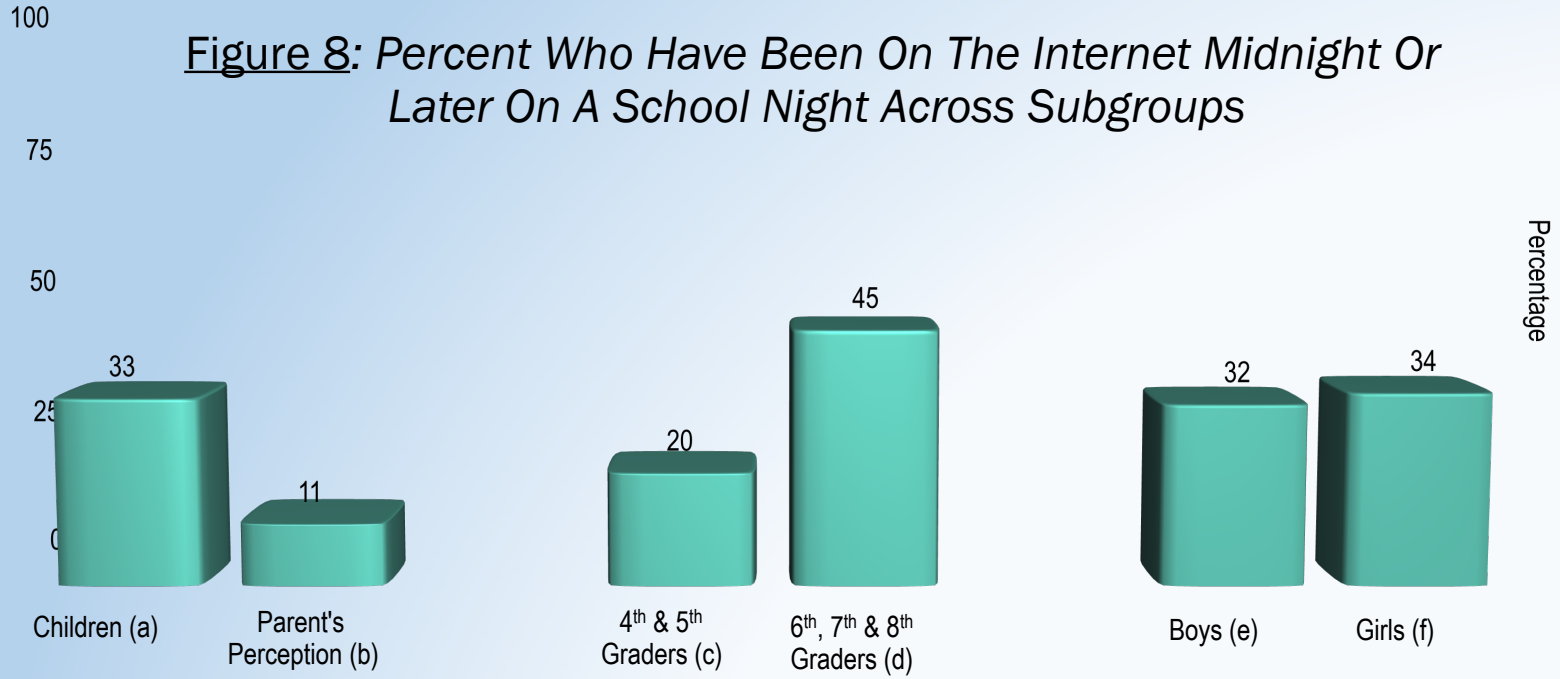
CHILDREN'S INTERNET USAGE STUDY

Figure 7: *Latest That Children Have Been On The Internet On A School Night*



Base: All children answering (n=166).
Q7: What is the latest you have been on the Internet on a school night?

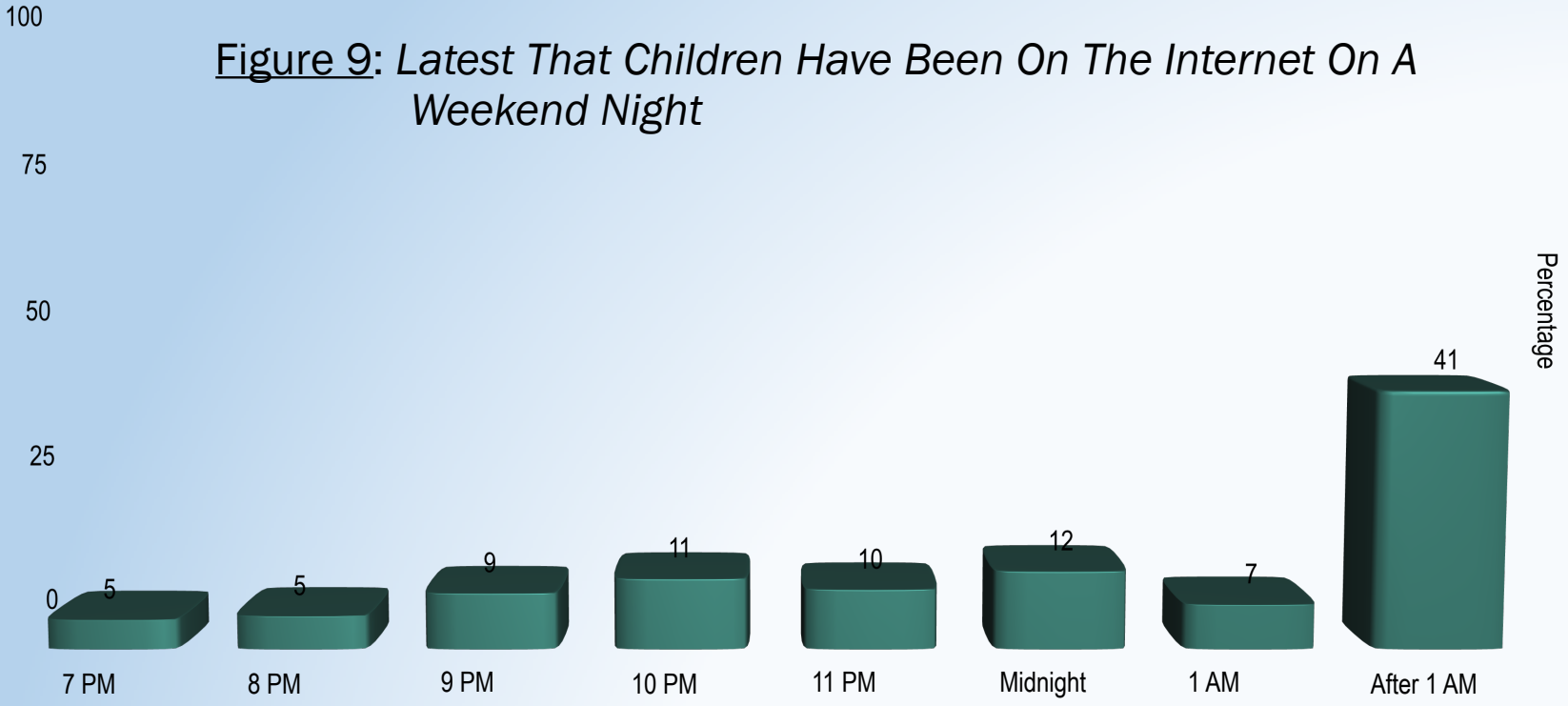
CHILDREN'S INTERNET USAGE STUDY



Base: All respondents answering: Children (n=166), Parent's Perception (n=171), 4th & 5th Graders (n=77**), 6th, 7th & 8th Graders (n=89**), Boys (n=88**), Girls (n=76**).
Q7: What is the latest you have been on the Internet on a school night?
Note: Letters indicate statistically significant differences.
**: Warning, small base.

CHILDREN'S INTERNET USAGE STUDY

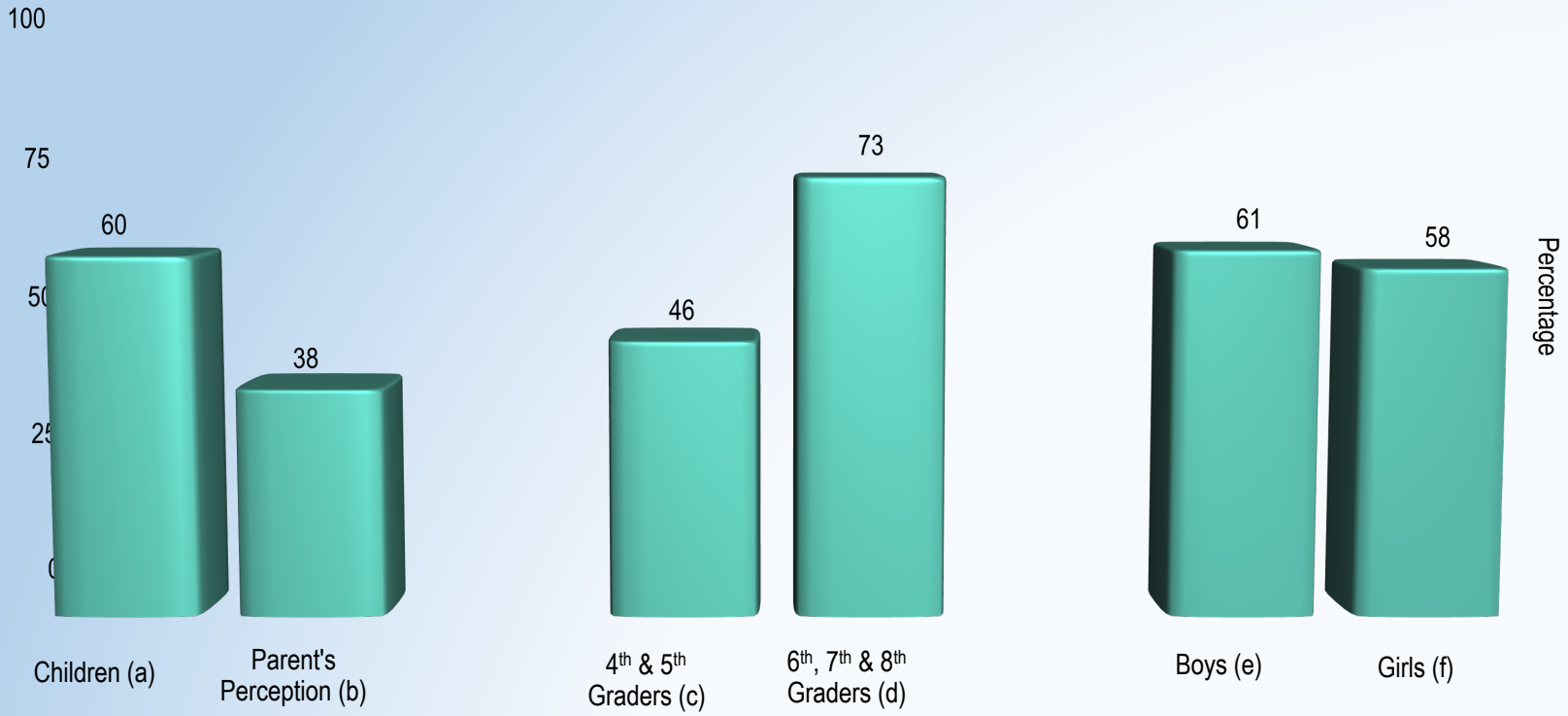
Figure 9: *Latest That Children Have Been On The Internet On A Weekend Night*



Base: All children answering (n=169).
Q8: What is the latest you have been on the Internet on a weekend night?

CHILDREN'S INTERNET USAGE STUDY

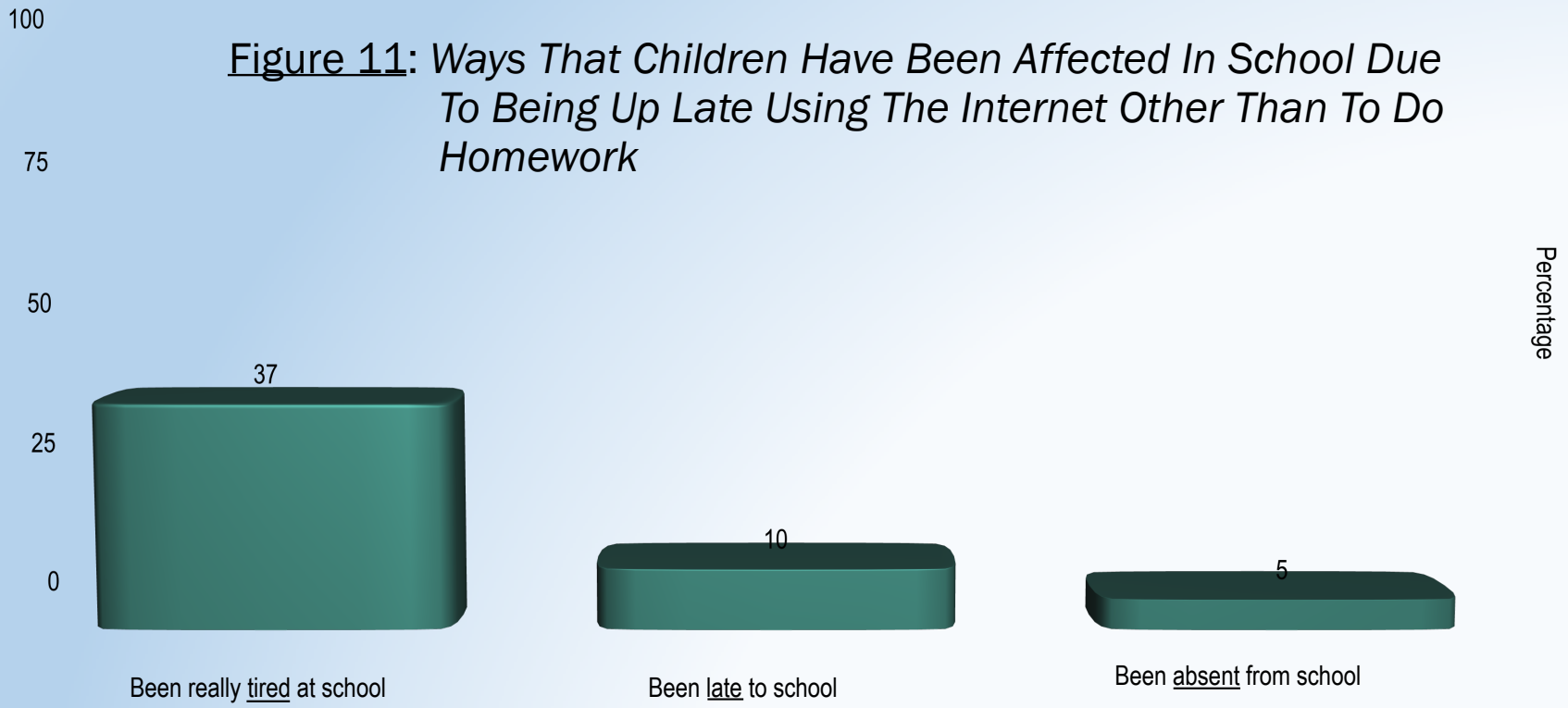
Figure 10: *Percent Who Have Been On The Internet Midnight Or Later On A Weekend Night Across Subgroups*



Base: All respondents answering: Children (n=169), Parent's Perception (n=171), 4th & 5th Graders (n=80**), 6th, 7th & 8th Graders (n=89**), Boys (n=90**), Girls (n=77**).
Q8: What is the latest you have been on the Internet on a weekend night?
Note: Letters indicate statistically significant differences.
**: Warning, small base.

CHILDREN'S INTERNET USAGE STUDY

Figure 11: *Ways That Children Have Been Affected In School Due To Being Up Late Using The Internet Other Than To Do Homework*



Base: All children answering (n=171).
Q9: Have you ever been really tired in school because you were up late using the Internet other than to do homework?
Q10: Have you ever been late to school because you were tired from being up late using the Internet for something besides homework?
Q11: Have you ever been absent from school because you were tired from being up late using the Internet for something besides homework?
Note: Percentages represent a "Yes" response.

Objective 2:

Identify Types Of Electronic Devices Children Have

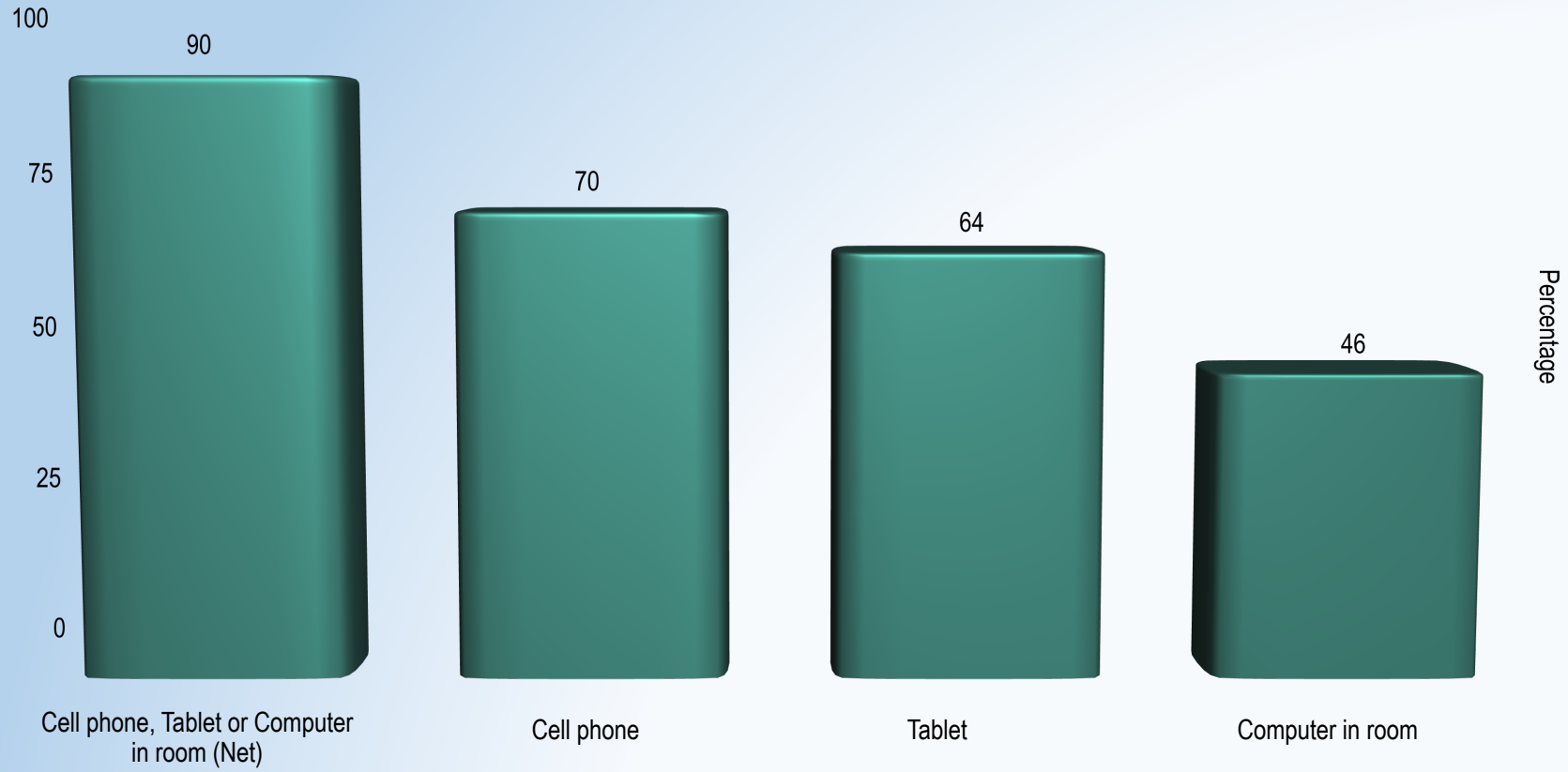
CHILDREN'S INTERNET USAGE STUDY

Identify Types Of Electronic Devices Children Have

- Children have significant access to the Internet, which can affect their late night use and long time spent online:
  - A total of 70 percent have a cell phone, 64 percent a tablet and 46 percent a computer in their bedroom (90% have at least one of these) (see Figure 12).
  - Eighty percent of 6-8 graders have a cell phone as do 59 percent of 4-5 graders (see Figure 13). Around two thirds have a tablet (67% 4-5 graders, 61% 6-8 graders). A computer in their room (other than a tablet) is less prominent (38% 4-5 graders, 53% 6-8 graders). Boys and girls similarly have access to these devices.

CHILDREN'S INTERNET USAGE STUDY

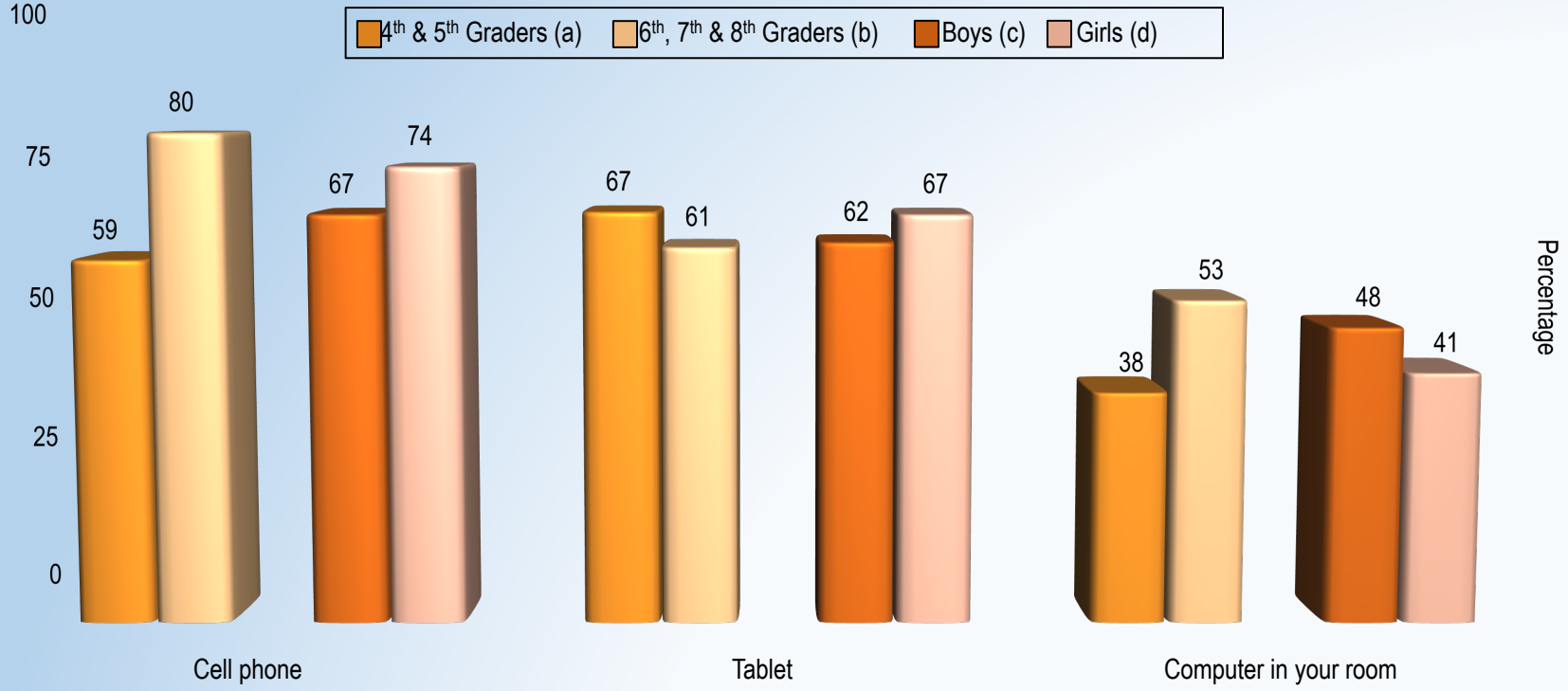
Figure 12: *Children Who Have Their Own Cell Phone, Tablet Or Computer In Their Room*



Base: All children answering (n=171).
Q12: Do you have your own:
Note: Percentages represent a "Yes" response.

CHILDREN'S INTERNET USAGE STUDY

Figure 13: *Children Who Have Their Own Cell Phone, Tablet Or Computer In Their Room Across Grade And Gender*



Base: All children answering: 4th & 5th Graders (n=81-82**), 6th, 7th & 8th (n=88-89**), Boys (n=90-91**), Girls (n=78**).
Q12: Do you have your own:
Note: Percentages represent a "Yes" response.
Letters indicate statistically significant differences.
**: Warning, small base.

Objective 3:
Determine Where Children Use The Internet Without Adults Watching Them

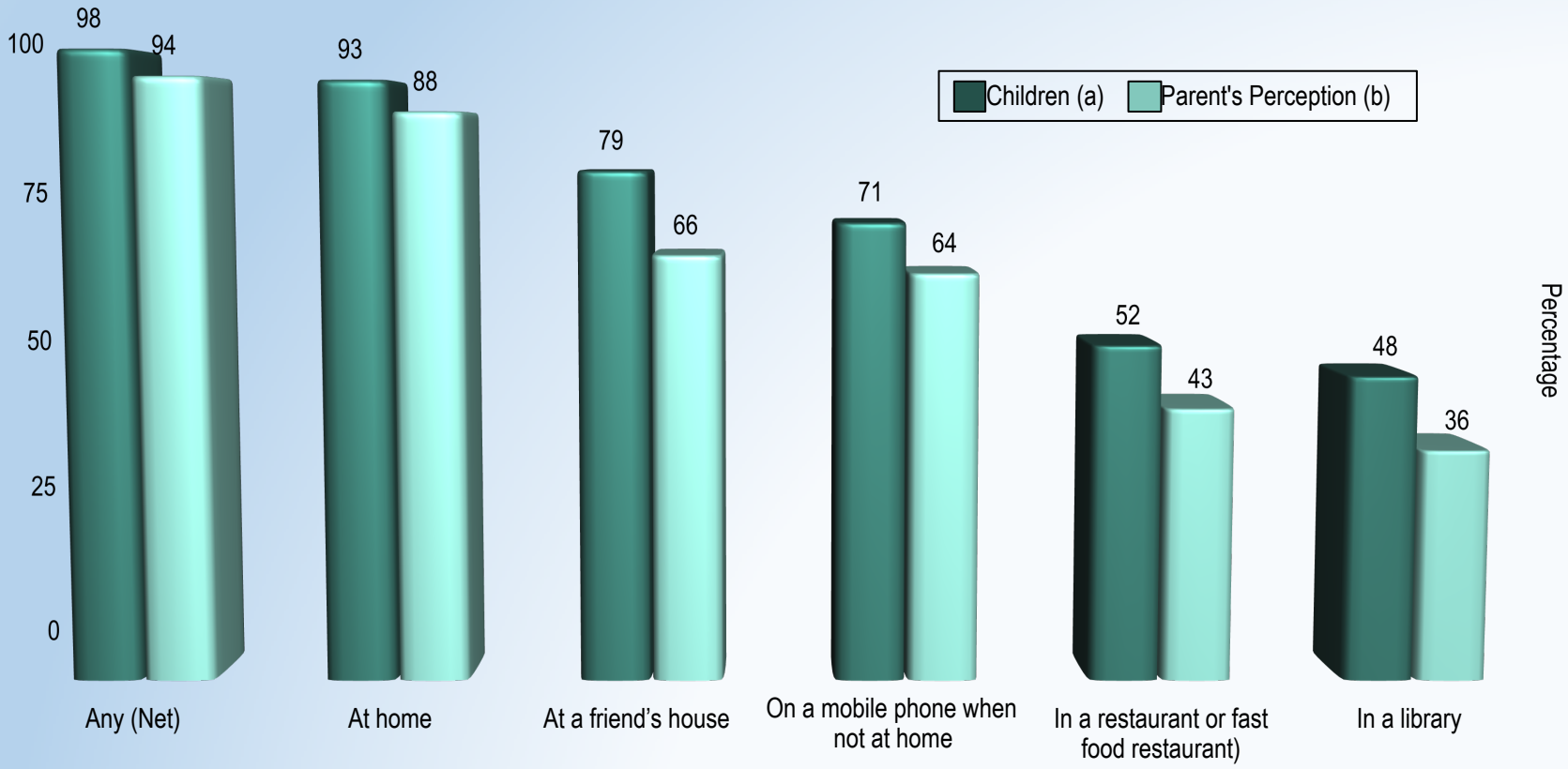
CHILDREN'S INTERNET USAGE STUDY

Determine Where Children Use The Internet Without Adults Watching Them

- The wide use of personal electronic devices contributes to the fact that children access the Internet from many places without an adult watching them:
  - Almost all children (98%) access the Internet sometimes without an adult watching them (see Figure 14). Parents agree that their kids sometimes may be unsupervised on the Internet (94%).
  - Internet access without parental oversight happens at home (93%), at friends' homes (79%), on a mobile device when not at home (71%), in restaurants (52%) or in libraries (48%), although in the later case the types of websites that can be accessed may be controlled. Except for at home, parents are less likely to realize that their children are going online in these various ways.
  - All grade children sometimes use the Internet unsupervised at home (90% 4-5 graders, 96% 6-8 graders) (see Figure 15). But older ones who more often can be in public places on their own are additionally likely to use the Internet without a parent around at a friend's house (70% 4-5 graders, 87% 6-8 graders), on a mobile phone (60% 4-5 graders, 82% 6-8 graders) or in a restaurant (43% 4-5 graders, 61% 6-8 graders). There are few differences by gender.

CHILDREN'S INTERNET USAGE STUDY

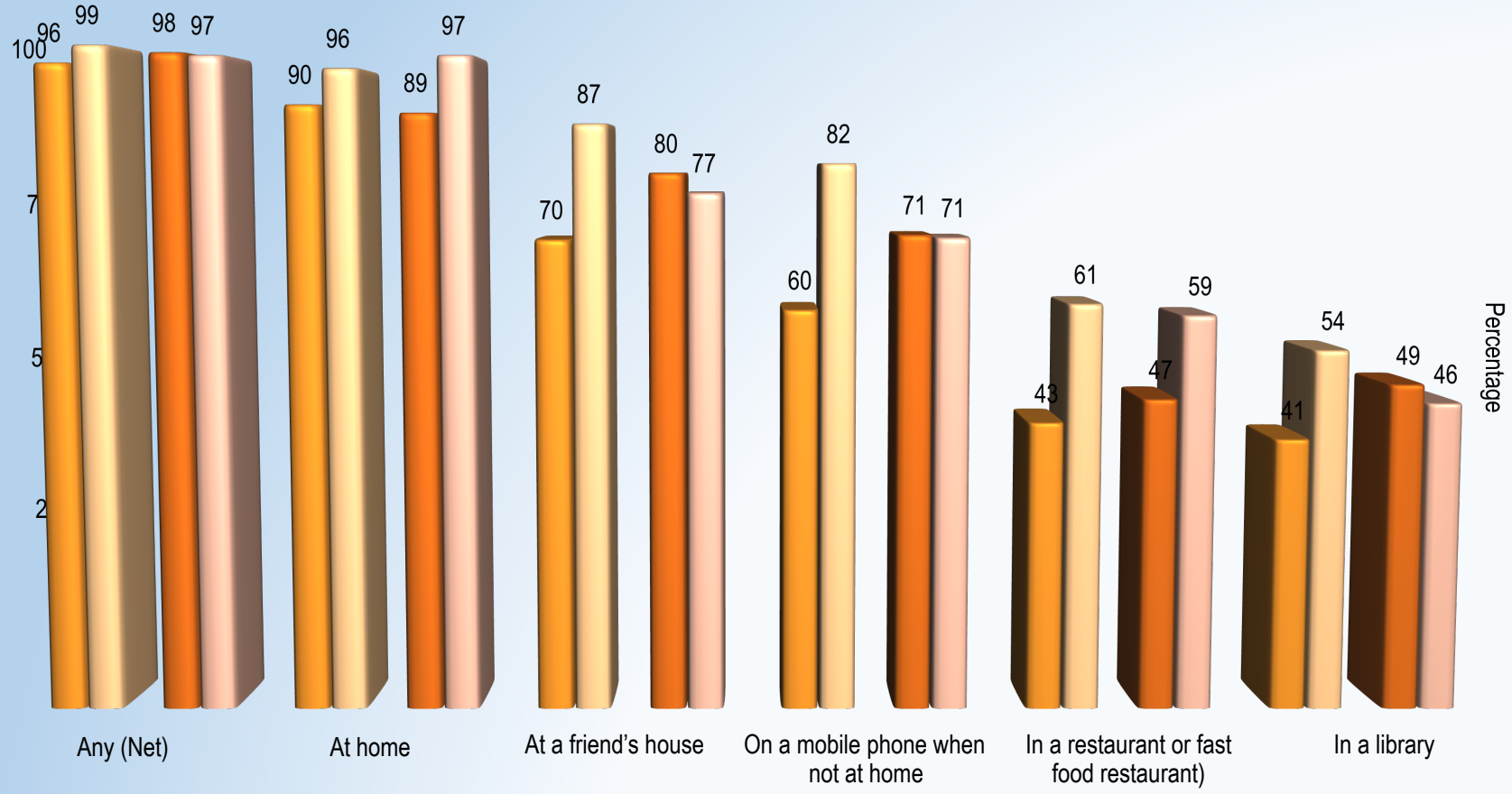
Figure 14: *Places Where Children Have Used The Internet Without Adults Watching Them*



Base: All respondents answering : Children (n=167-171), Parent's Perception (n=169-170).
Q13: Other than doing homework, do you ever use the Internet without any adults watching you:
Note: Percentages represent a "Yes" response.
Letters indicate statistically significant differences.

CHILDREN'S INTERNET USAGE STUDY

Figure 15: *Places Where Children Have Used The Internet Without Adults Watching Them Across Grade And Gender*



Base: All children answering: 4th & 5th Graders (n=80-82**), 6th, 7th & 8th (n=87-89**), Boys (n=90-91**), Girls (n=75-78**).
Q13: Other than doing homework, do you ever use the Internet without any adults watching you:
Note: Percentages represent a "Yes" response.
Letters indicate statistically significant differences.
**: Warning, small base.

Objective 4:

Determine Whether Children Have Been Taught To Use The Internet Safely and If They Have Used The Internet In Ways That Their Parents Would Not Approve

CHILDREN'S INTERNET USAGE STUDY

Determine Whether Children Have Been Taught To Use The Internet Safely And If They Have Used The Internet In Ways That Their Parents Would Not Approve

- Most children have been taught how to use the Internet safely, but that doesn't mean they always follow what they were taught:
  - Most children (87%) say they have been taught at home or school about safe Internet behavior with a similar number of parents (88%) saying the same (see Figure 16). This is true for both 4-5 graders (83%) and 6-8 graders (90%) as well as boys (84%) and girls (90%).
  - Nevertheless, over a quarter (29%) admit to having used the Internet in a way their parents would not approve (see Figure 17). This is similar to the number of parents saying their child has engaged in such behavior (33%).
  - Of children using the Internet in a way they think their parents would not approve, about half (51%) say their parents found out about this behavior (somewhat lower than the percentage of parents who feel they've identified such behavior which is 69%). According to children, when a parent learns of inappropriate behavior, about two in three (68%) are punished or held accountable, meaning about one in three are not. Parents acknowledge holding their children responsible for their Internet behavior in similar numbers (68%).
  - Those in grades 6-8 are much more likely to use the Internet in a way their parents would not approve (40%) than younger students (17%) (see Figure 18). While both ages are equally likely to get caught (54% grades 4-5, 50% grades 6-8), older children are almost twice as likely to be held accountable (43% 4-5 graders, 78% 6-8 graders). Interestingly, girls are more likely than boys to get caught using the Internet inappropriately and to be punished for it by their parents.

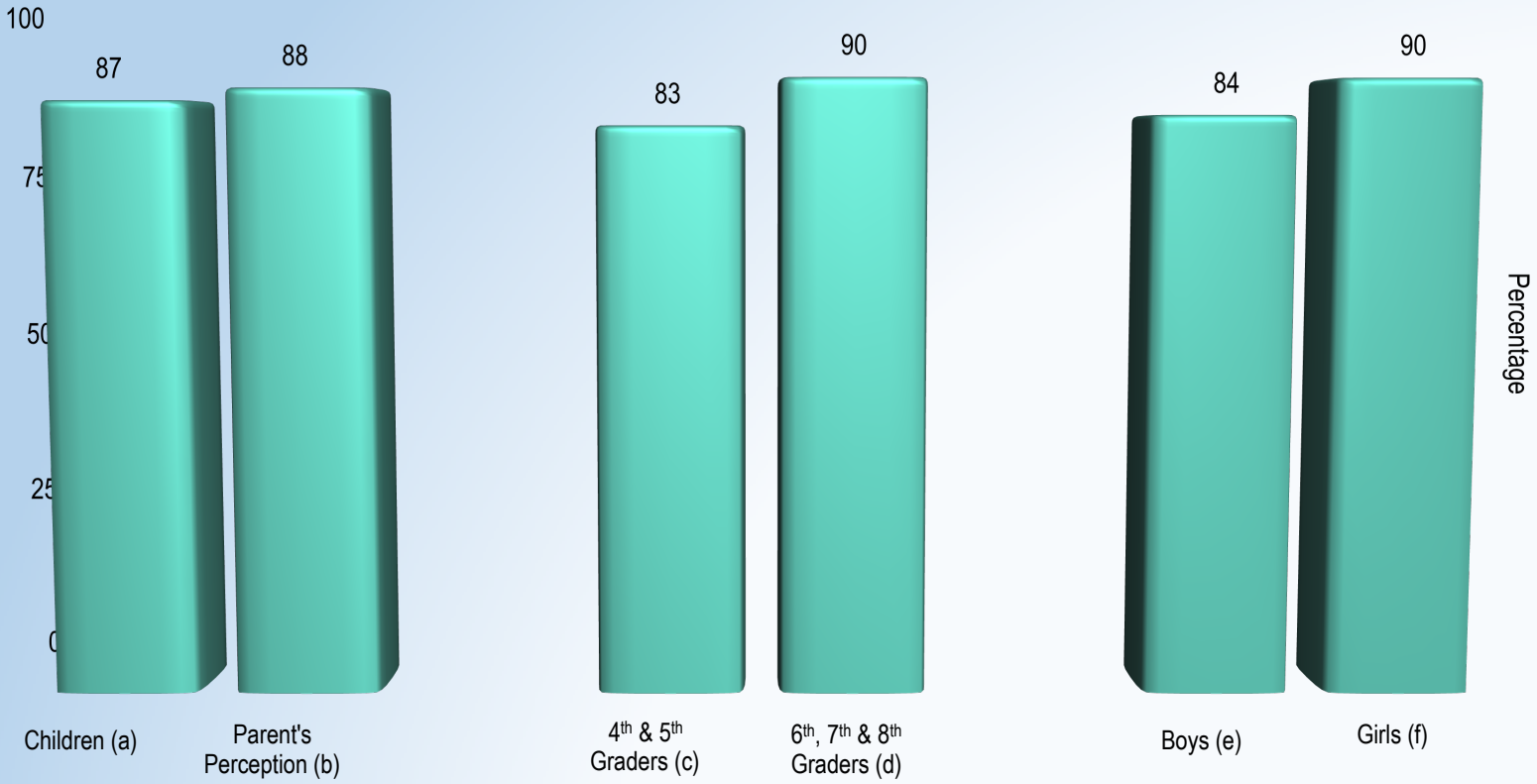
CHILDREN'S INTERNET USAGE STUDY

Determine Whether Children Have Been Taught To Use The Internet Safely And If They Have Used The Internet In Ways That Their Parents Would Not Approve

- Among the ways they use the Internet their parents would not approve of include listening to or downloading music online that has adult words (31%) or watching television programs or movies online that are meant for adults (21%) (see Figure 19). About twice as many parents believe these activates happen (63% music with adult words, 46% programs/movies with adult content) than are reported by children. Small numbers have used a webcam or "Facetime" on their phone to chat with a stranger (15%), posted a photo of themselves online, or included such a photo in a text message (8%) or purchased something online with a credit card without permission from an adult to use the card (6%), all things they acknowledge their parents would not approve of. While parents underestimate how often their children use a webcam or phone app to communicate with strangers (2%), they are identical to what their children say about the percentage posting inappropriate photos (8%) or using a credit card without permission (6%).
- In all cases, online behavior that parents would not approve of tends to be conducted more by older children: downloading music with adult words (20% 4-5 graders, 42% 6-8 graders), watching adult shows/movies (16% 4-5 graders, 26% 6-8 graders), using a webcam/Facetime with strangers (10% 4-5 graders, 20% 6-8 graders), posting an inappropriate photo (7% 4-5 graders, 8% 6-8 graders) and using a credit card without permission (5% 4-5 graders, 8% 6-8 graders) (see Figure 20). There are no major differences by gender.

CHILDREN'S INTERNET USAGE STUDY

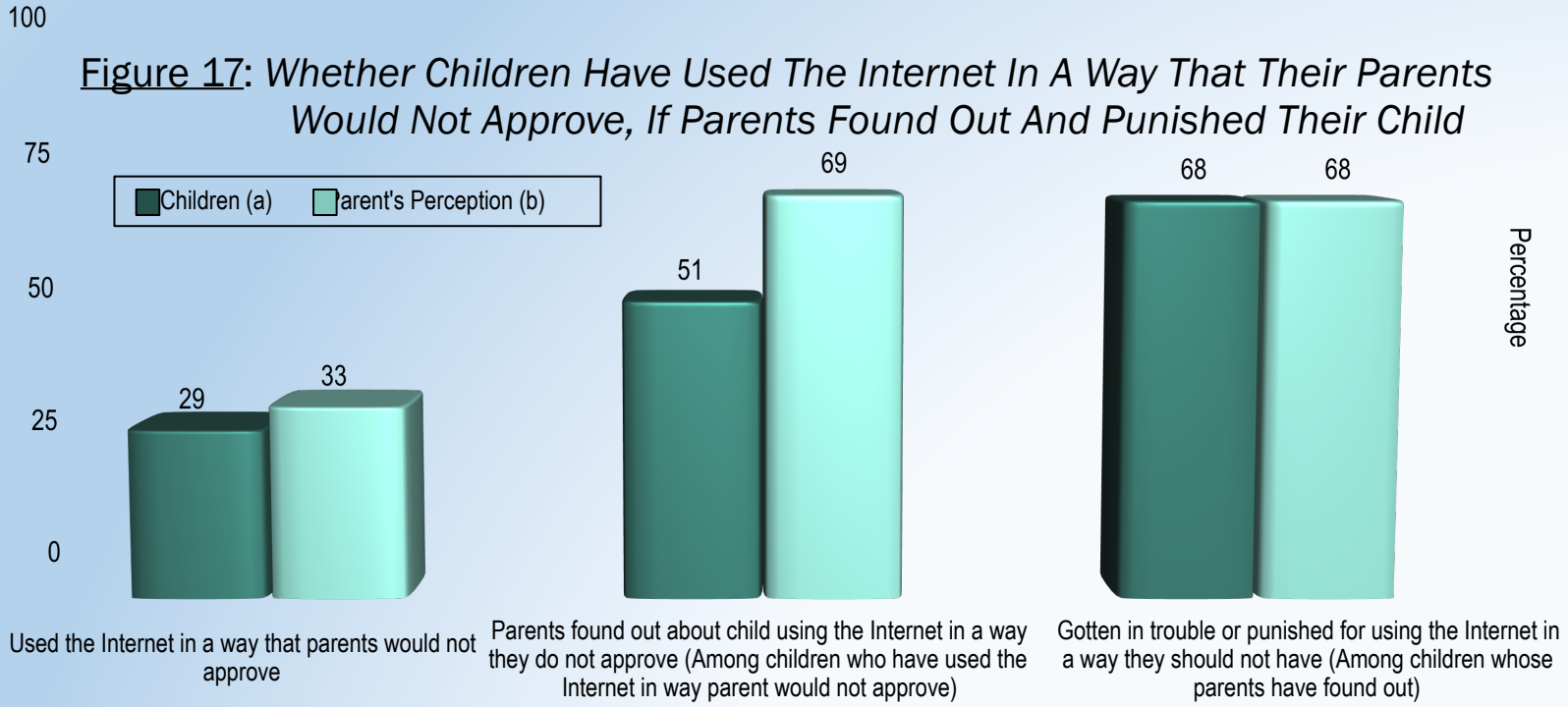
Figure 16: *Children Who Have Been Taught At Home Or School To Use The Internet Safely*



Base: All respondents answering: Children (n=170), Parent's Perception (n=171), 4th & 5th Graders (n=82**), 6th, 7th & 8th Graders (n=88**), Boys (n=90**), Girls (n=78**).
Q46: Have you ever been taught at home or school how to use the Internet safely?
Note: Percentages represent a "Yes" response.
Letters indicate statistically significant differences.
**: Warning, small base.

CHILDREN'S INTERNET USAGE STUDY

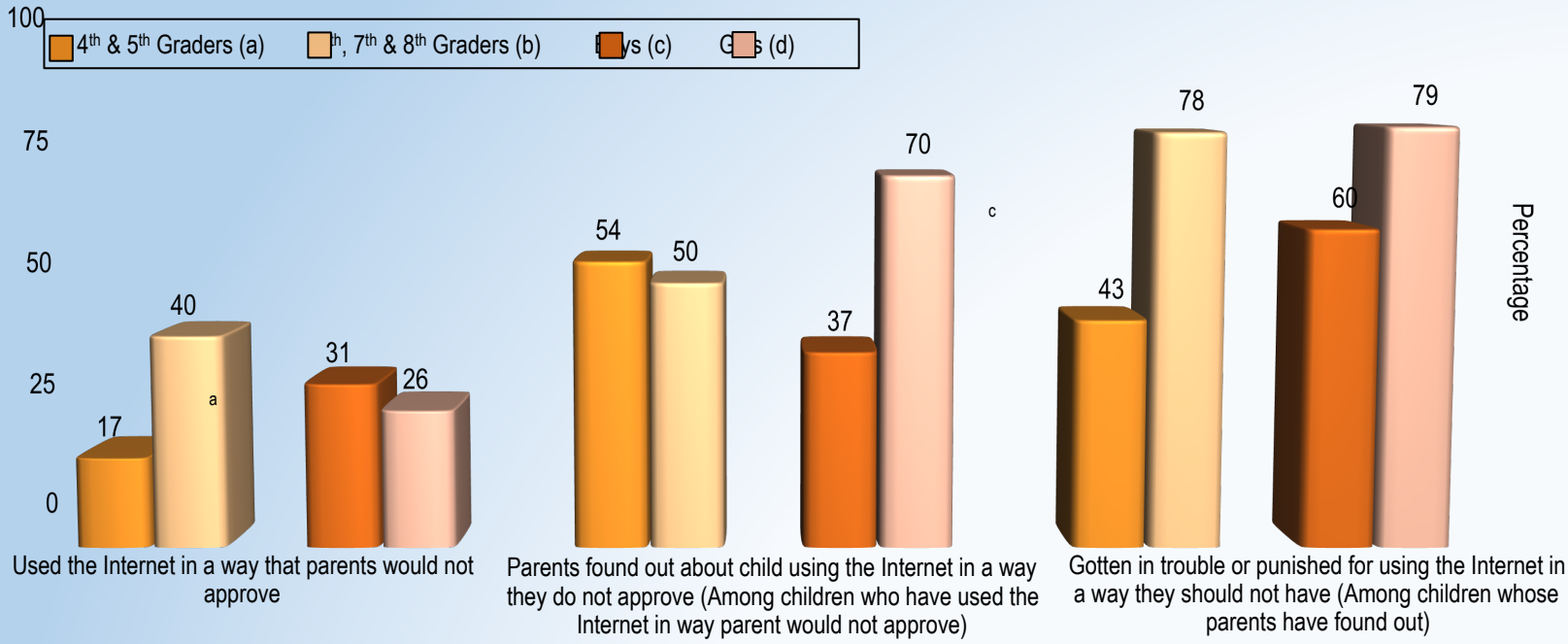
Figure 17: *Whether Children Have Used The Internet In A Way That Their Parents Would Not Approve, If Parents Found Out And Punished Their Child*


100
75
50
25
0
Children (a)
Parent's Perception (b)
29
33
51
69
68
68
Percentage
Used the Internet in a way that parents would not approve
Parents found out about child using the Internet in a way they do not approve (Among children who have used the Internet in way parent would not approve)
Gotten in trouble or punished for using the Internet in a way they should not have (Among children whose parents have found out)

Base: All respondents answering: Children (n=171), Parent's Perception (n=171).
Q47: Have you ever used the Internet in a way you think your parents would not approve?
Base: Respondents who have used the Internet in a way parents would not approve: Children (n=49**), Parent's Perception (n=55**).
Q48: Have your parents ever found out about you using the Internet in a way they don't approve?
Base: Respondents who have been caught using the Internet in a way that their parents do not approve: Children (n=25**), Parent's Perception (n=38**).
Q49: Have you ever gotten in trouble or punished for using the Internet in a way you should not have?
Note: Percentages represent a "Yes" response.
Letters indicate statistically significant differences.
**: Warning, small base.

CHILDREN'S INTERNET USAGE STUDY

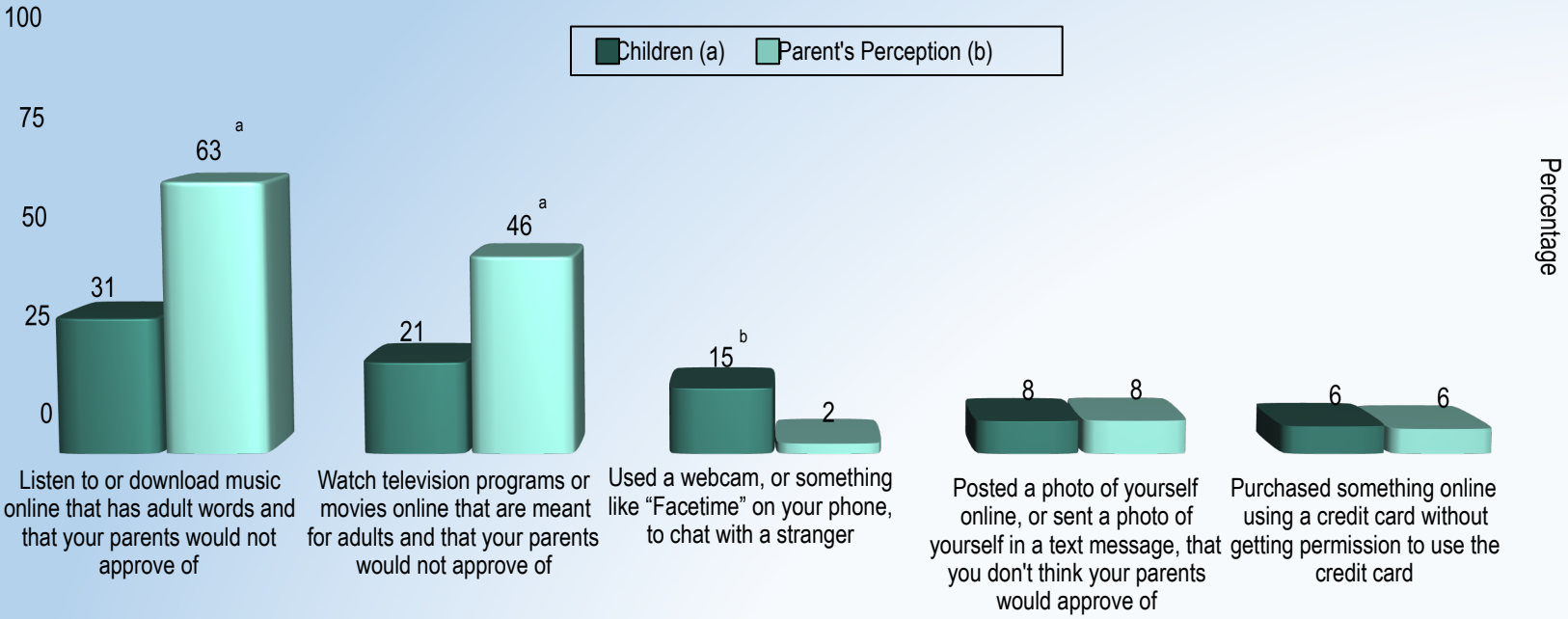
Figure 18: *Whether Children Have Used The Internet In A Way That Their Parents Would Not Approve, If Parents Found Out And Punished Their Child Across Grade And Gender*



Base: All children answering: 4th & 5th Graders (n=82**), 6th, 7th & 8th (n=89**), Boys (n=91**), Girls (n=78**).
Q47: Have you ever used the Internet in a way you think your parents would not approve?
Base: Children who have used the Internet in a way parents would not approve: 4th & 5th Graders (n=13**), 6th, 7th & 8th (n=36**), Boys (n=27**), Girls (n=20**).
Q48: Have your parents ever found out about you using the Internet in a way they don't approve?
Base: Children who have been caught using the Internet in a way that their parents do not approve: 4th & 5th Graders (n=7**), 6th, 7th & 8th (n=18**), Boys (n=10**), Girls (n=14**).
Q49: Have you ever gotten in trouble or punished for using the Internet in a way you should not have?
Note: Percentages represent a "Yes" response.
Letters indicate statistically significant differences.
**: Warning, small base.

CHILDREN'S INTERNET USAGE STUDY

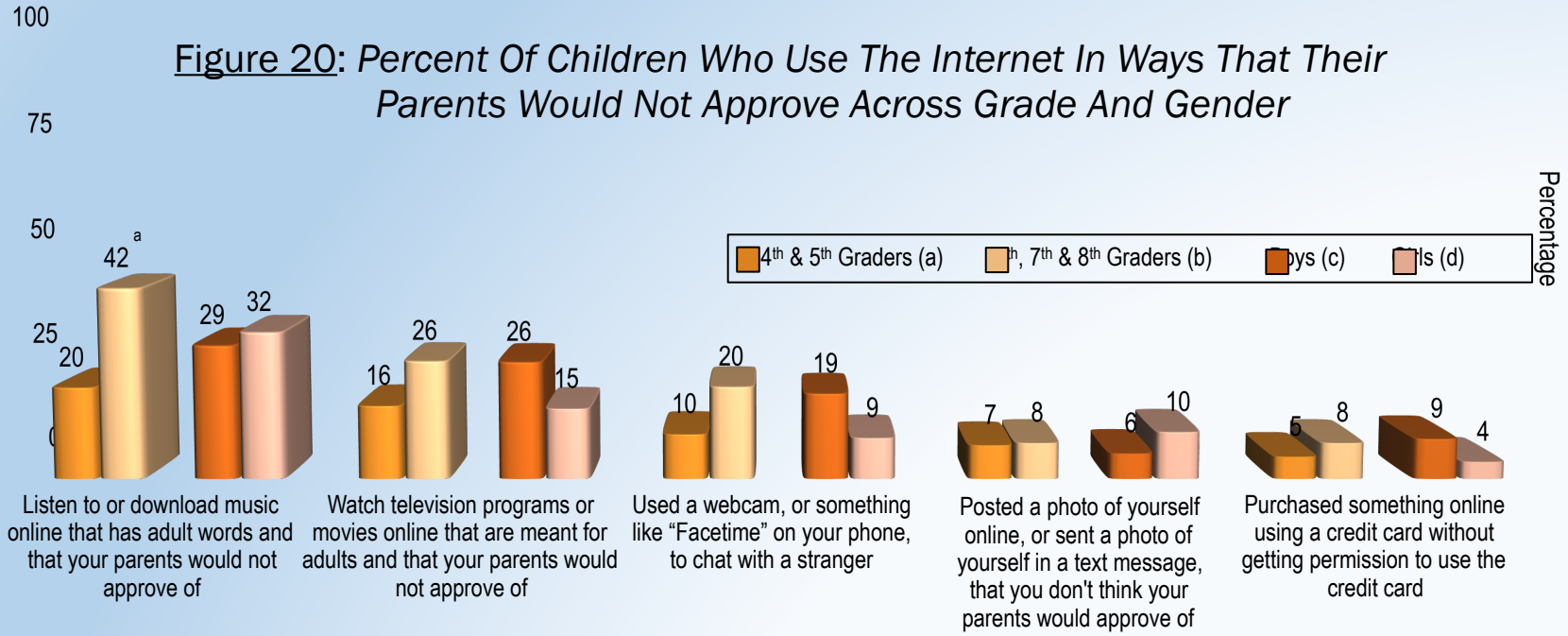
Figure 19: *Percent Of Children Who Use The Internet In Ways That Their Parents Would Not Approve*


100
75
50
25
0
Children (a)
Parent's Perception (b)
Percentage
31
63 a
21
46 a
15 b
2
8
8
6
6
Listen to or download music online that has adult words and that your parents would not approve of
Watch television programs or movies online that are meant for adults and that your parents would not approve of
Used a webcam, or something like "Facetime" on your phone, to chat with a stranger
Posted a photo of yourself online, or sent a photo of yourself in a text message, that you don't think your parents would approve of
Purchased something online using a credit card without getting permission to use the credit card

Base: All respondents answering : Children (n=169-171), Parent's Perception (n=169-171).
Q41: Have you ever purchased something online using a credit card without getting permission to use the credit card?
Q42-44: Do you ever/Have you ever listen to or download music online that has adult words/ watch television programs or movies online that are meant for adults/ posted a photo of yourself online or sent a photo of yourself in a text message that your parents would not approve of?
Q45: Have you ever used a webcam, or something like "Facetime" on your phone, to chat with a stranger?
Note: Percentages represent a "Yes" response.
Letters indicate statistically significant differences.

CHILDREN'S INTERNET USAGE STUDY

Figure 20: *Percent Of Children Who Use The Internet In Ways That Their Parents Would Not Approve Across Grade And Gender*



Base: All children answering: 4th & 5th Graders (n=80-82**), 6th, 7th & 8th (n=88-89**), Boys (n=89-91**), Girls (n=78**).
Q41: Have you ever purchased something online using a credit card without getting permission to use the credit card?
Q42-44: Do you ever/Have you ever listen to or download music online that has adult words/ watch television programs or movies online that are meant for adults/ posted a photo of yourself online or sent a photo of yourself in a text message that your parents would not approve of?
Q45: Have you ever used a webcam, or something like "Facetime" on your phone, to chat with a stranger?
Note: Percentages represent a "Yes" response.
Letters indicate statistically significant differences.
**: Warning, small base.

Objective 5:

Assess The Types Of Websites/Apps That Children Visit and Their Activity On Those Websites/Apps

CHILDREN'S INTERNET USAGE STUDY

Assess The Types Of Websites/Apps That Children Visit And Their Activity On Those Websites/Apps

- Children visit a broad range of types of websites and apps that may be age inappropriate or, worse yet, place them in potentially dangerous situations, even lying about their age to get access:
  - Children visit adult websites although they are more likely to land accidentally on an adult site (37%) than to go to such sites purposely (16%) (see Figure 21).
  - About one in five (20%) have searched for topics meant for adults and almost two-thirds (62%) of those doing so proceeded to those adult-oriented sites.
  - Almost one in three (31%) children have lied about their age to get onto an adult website.
  - Around half or more children have used an online or app videogame to compete against strangers (63%), played a fantasy game where you can assume a character (59%) or played online games that were violent (50%) (see Figure 22). This is similar to the perceptions of parents. Between a fifth and a third have gone to sports fantasy sites (34%) or chat rooms where you can talk to strangers (21%), much higher than the perceptions of parents. Almost a fifth have visited sites with sexual photos or videos (17%), about the perception of parents (12%). Fewer have visited sites that tell you how to cheat on tests (11%), sites where you can purchase weapons or learn how to make weapons (5%), dating sites (5%), gambling sites (4%) and sites where you can purchase alcohol or illegal drugs (1%).
  - Surprisingly, younger and older children are equally likely to play fantasy games where you can assume a character (63% 4-5 graders, 56% 6-8 graders), play games where you compete against strangers (61% 4-5 graders, 66% 6-8 graders) or play violent games (50% 4-5 graders, 50% 6-8 graders) (see Figure 23). There are no statistically significant differences in going to sports fantasy sites (41% 4-5 graders, 28% 6-8 graders), chat rooms with strangers (17% 4-5 graders, 25% 6-8 graders) or sites with sexual photos or videos (14% 4-5 graders, 19% 6-8 graders). Few in either grade range visit cheating instruction sites, sites with weapons, dating sites, gambling sites or alcohol sites. Of these sites, boys are more likely than girls to visit those where you can compete against strangers (73% boys, 51% girls), play violent games (75% boys, 20% girls) and play fantasy sports (49% boys, 18% girls).

CHILDREN'S INTERNET USAGE STUDY

Assess The Types Of Websites/Apps That Children Visit And Their Activity On Those Websites/Apps

- Children use many social media sites and apps, often ones where they can share information with others including, potentially, strangers:
  - Instagram, Snapchat and Vine are the most popular social media apps used by children in these age ranges. Over half use Instagram and Snapchat, some apparently without their parents awareness (Instagram-60%, 49% parent's perception of their child using this site; Snapchat-51%, 41% parent's perception) (see Figure 24). Over four in ten use Vine (41%, 35% parent's perception).
  - Around a quarter use Facebook (28%, 24% parent's perception), Pinterest (24%, 21% parent's perception) or Twitter (24%, 17% parent's perception).
  - Fewer use Ask.fm (18%, 3% parent's perception), Tumblr (11%, 5% parent's perception), Flickr (4%, 6% parent's perception), Tinder (3%, 2% parent's perception), Tagged (1%, 1% parent's perception), MeetMe (1%, 0% parent's perception) and Meetup (1%, 0% parent's perception).
  - Sixth-eighth graders are more active on each of these sites and apps, but even significant numbers of 4th-5th graders use Instagram (50% 4-5 graders, 69% 6-8 graders), Snapchat (42% 4-5 graders, 59% 6-8 graders), Vine (33% 4-5 graders, 48% 6-8 graders) and Facebook (25% 4-5 graders, 32% 6-8 graders) (see Figure 25). Over a quarter of 6-8th graders also use Pinterest (19% 4-5 graders, 29% 6-8 graders), Twitter (15% 4-5 graders, 32% 6-8 graders) and Ask.fm where posts can be anonymous (9% 4-5 graders, 26% 6-8 graders). A few even are on dating or socializing sites/apps: Tinder (4% 4-5 graders, 2% 6-8 graders), Tagged (3% 4-5 graders, 0% 6-8 graders), MeetMe (3% 4-5 graders, 0% 6-8 graders) and Meetup (1% 4-5 graders, 0% 6-8 graders).
  - Most children post on these various sites (62%) rather than just viewing other people's posts, more than the percentage of parents who think their children are posting (52%) (see Figure 26).
  - Posting is more prevalent among older students, but significant numbers of younger ones do as well (44% 4-5 graders, 79% 6-8 graders). There is no statistically significant difference on posting between boys and girls.

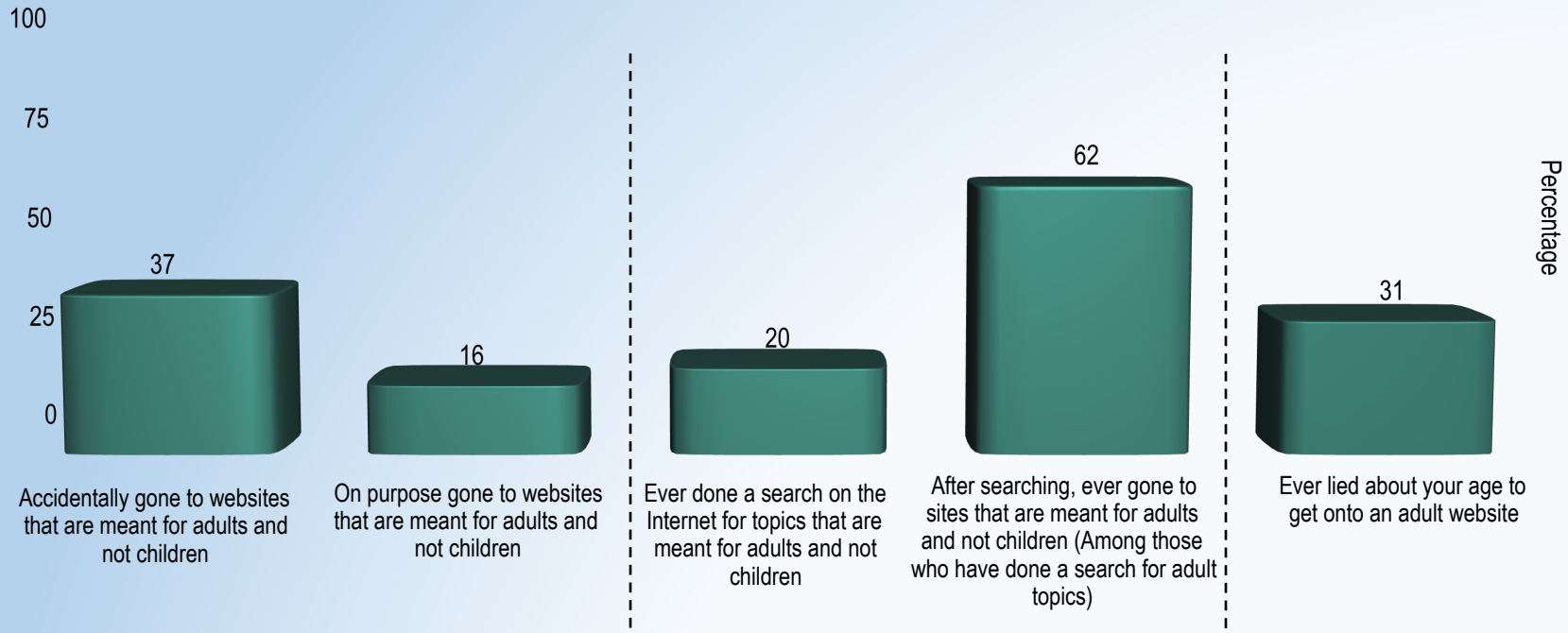
CHILDREN'S INTERNET USAGE STUDY

Assess The Types Of Websites/Apps That Children Visit And Their Activity On Those Websites/Apps

- Over a fifth of children (22%) have their own Facebook page, similar to the perception of parents (19%) (see Figure 27). Having a Facebook page (there is a minimum age requirement of 13 to set up one's own page) is much more common among 6-8 graders (30%) than 4-5 graders (13%). There is no difference by gender.
- All children (100%) with a Facebook page say their parents know they have their own page (see Figure 28). However, only 41 percent of parents helped their child set up their page. Occasionally they got help from a sibling or friend (13%). While some are 13 or older and could set up their page themselves (16%), almost one out of three (30%) lied about their age and said they were at least 13 so they could create their own account.
- Parental supervision of Facebook usage is sporadic. Over one in three children (35%) say their parents never look at what they do on Facebook and a similar amount (30%) say they do so some of the time. Few monitor their child's Facebook use most of the time (13%) or always (22%).

CHILDREN'S INTERNET USAGE STUDY

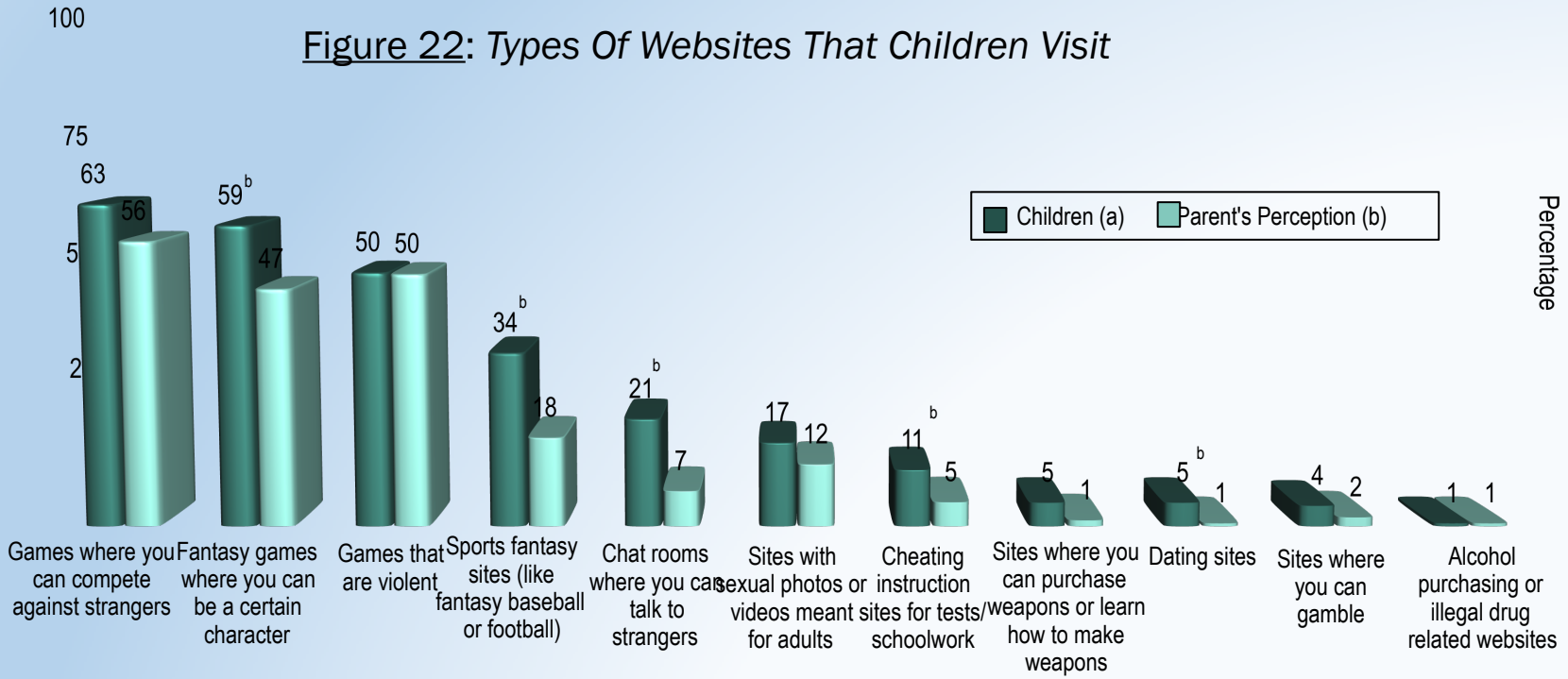
Figure 21: *Whether Children Have Searched For Or Visited Adult Websites Or Topics And If They Have Lied To Get Onto The Sites*


100
75
50
25
0
Percentage
37
16
20
62
31
Accidentally gone to websites that are meant for adults and not children
On purpose gone to websites that are meant for adults and not children
Ever done a search on the Internet for topics that are meant for adults and not children
After searching, ever gone to sites that are meant for adults and not children (Among those who have done a search for adult topics)
Ever lied about your age to get onto an adult website

Base: All children answering (n=170-171).
Q35/36: Have you ever accidentally/on purpose gone to any websites that are meant for adults and not children?
Q37: Do you ever do a search on the Internet for topics that are meant for adults and not children?
Base: Children who have done a search on the Internet for topics that are meant for adults and not children (n=34**).
Q38: After searching, do you ever go to sites that are meant for adults and not children?
Base: All children answering (n=171).
Q40: Have you ever lied about your age to get onto an adult website?
Note: Percentages represent a "Yes" response.
**: Warning, small base.

CHILDREN'S INTERNET USAGE STUDY

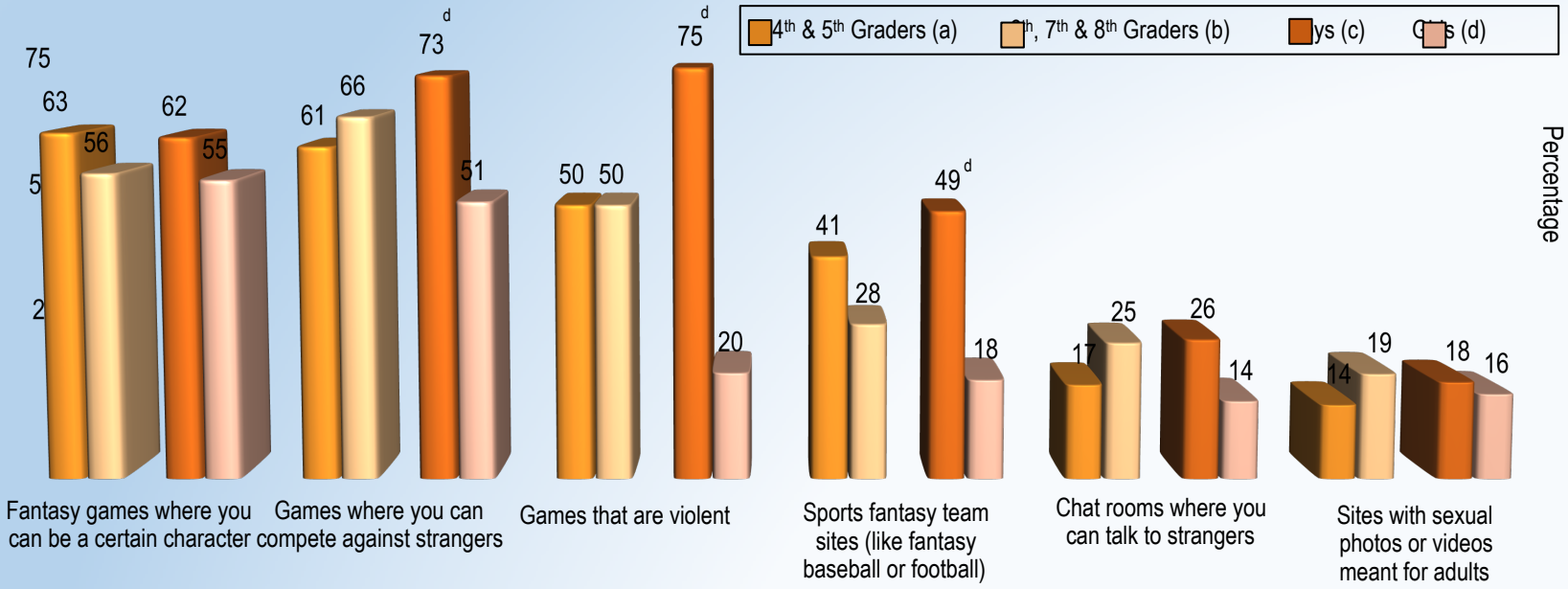
Figure 22: *Types Of Websites That Children Visit*



Base: All respondents answering : Children (n=169-170), Parent's Perception (n=168-171).
Q39: Have you ever gone to any of the following types of websites:
Note: Percentages represent a "Yes" response.
Letters indicate statistically significant differences.

CHILDREN'S INTERNET USAGE STUDY

Figure 23: *Types Of Websites Children Visit Across Grade And Gender*

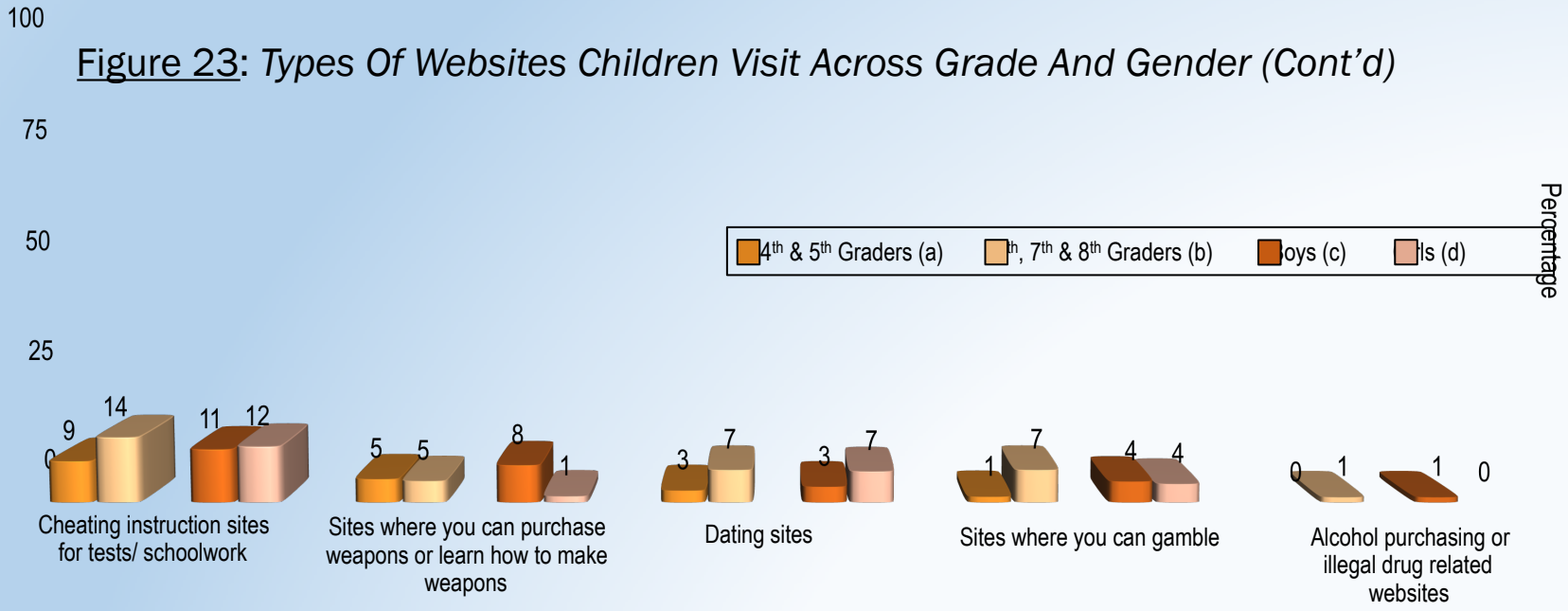


Base: All children answering: 4th & 5th Graders (n=81-82**), 6th, 7th & 8th (n=88**), Boys (n=90-91**), Girls (n=77**).
Q39: Have you ever gone to any of the following types of websites:
Note: Percentages represent a "Yes" response.
Letters indicate statistically significant differences.
**: Warning, small base.

(Continued on next page)

CHILDREN'S INTERNET USAGE STUDY

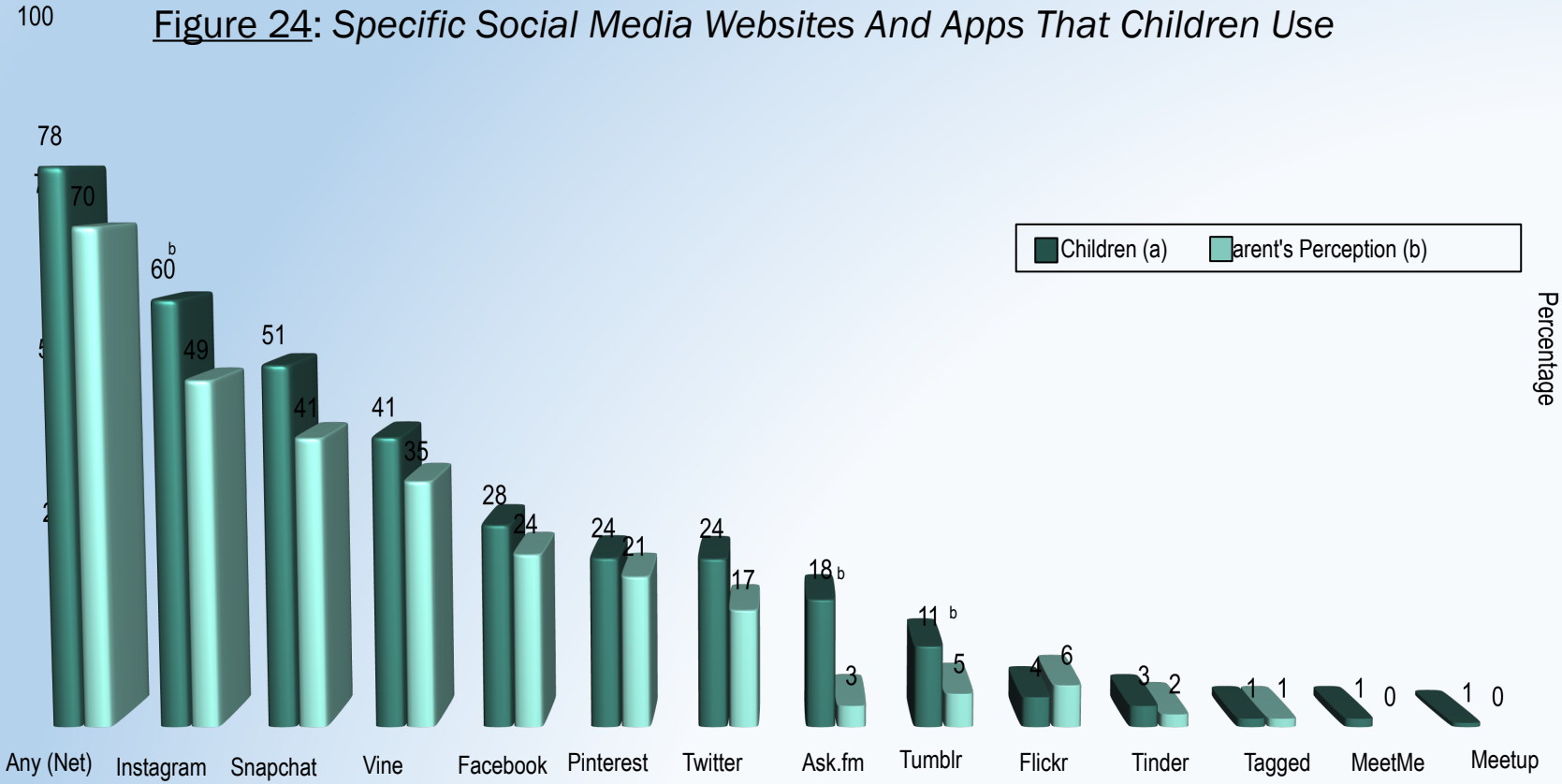
Figure 23: *Types Of Websites Children Visit Across Grade And Gender (Cont'd)*



Base: All children answering: 4th & 5th Graders (n=81-82**), 6th, 7th & 8th (n=88**), Boys (n=90-91**), Girls (n=77**).
Q39: Have you ever gone to any of the following types of websites:
Note: Percentages represent a "Yes" response.
Letters indicate statistically significant differences.
**: Warning, small base.

CHILDREN'S INTERNET USAGE STUDY

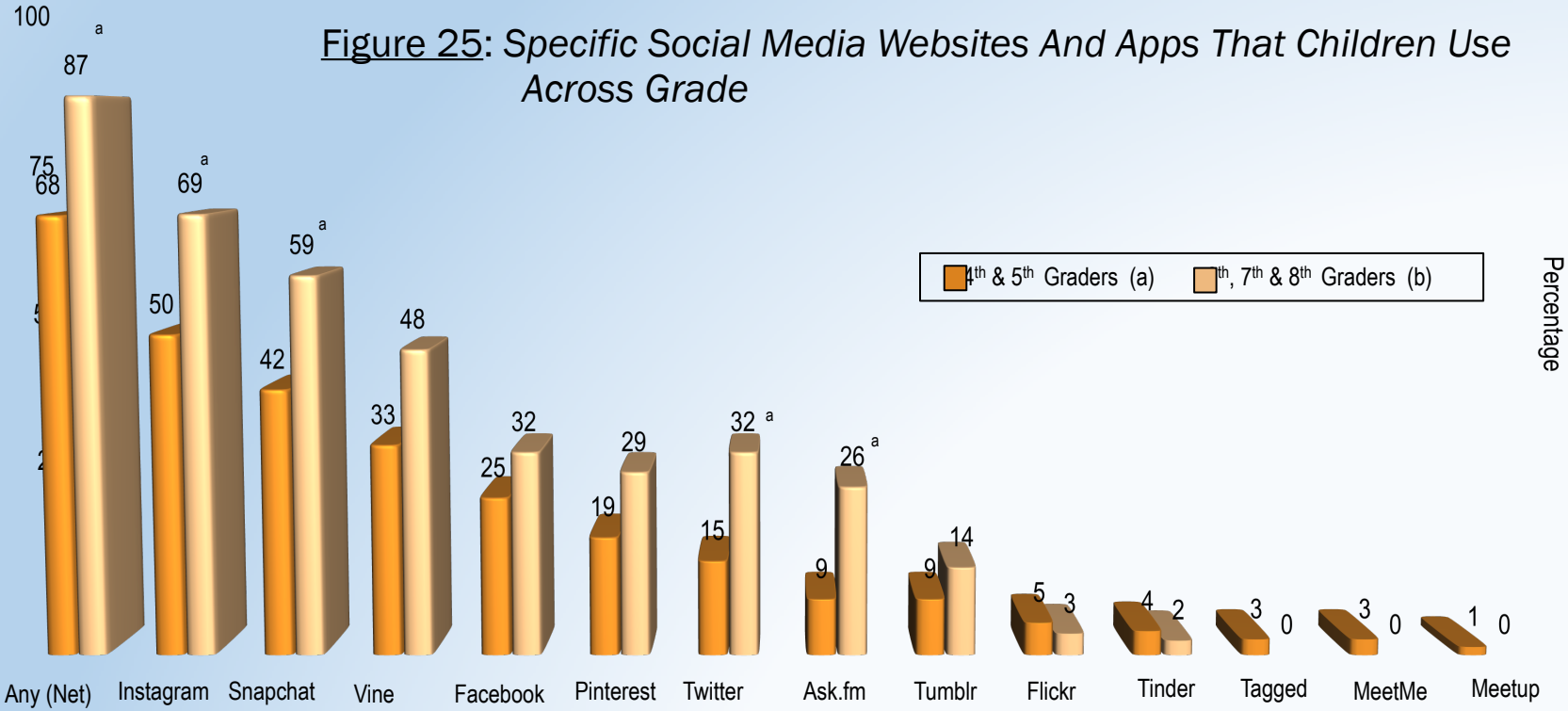
Figure 24: *Specific Social Media Websites And Apps That Children Use*



Base: All respondents answering : Children (n=166-171), Parent's Perception (n=168-171).
Q14: Do you use:
Note: Percentages represent a "Yes" response.
Letters indicate statistically significant differences.

CHILDREN'S INTERNET USAGE STUDY

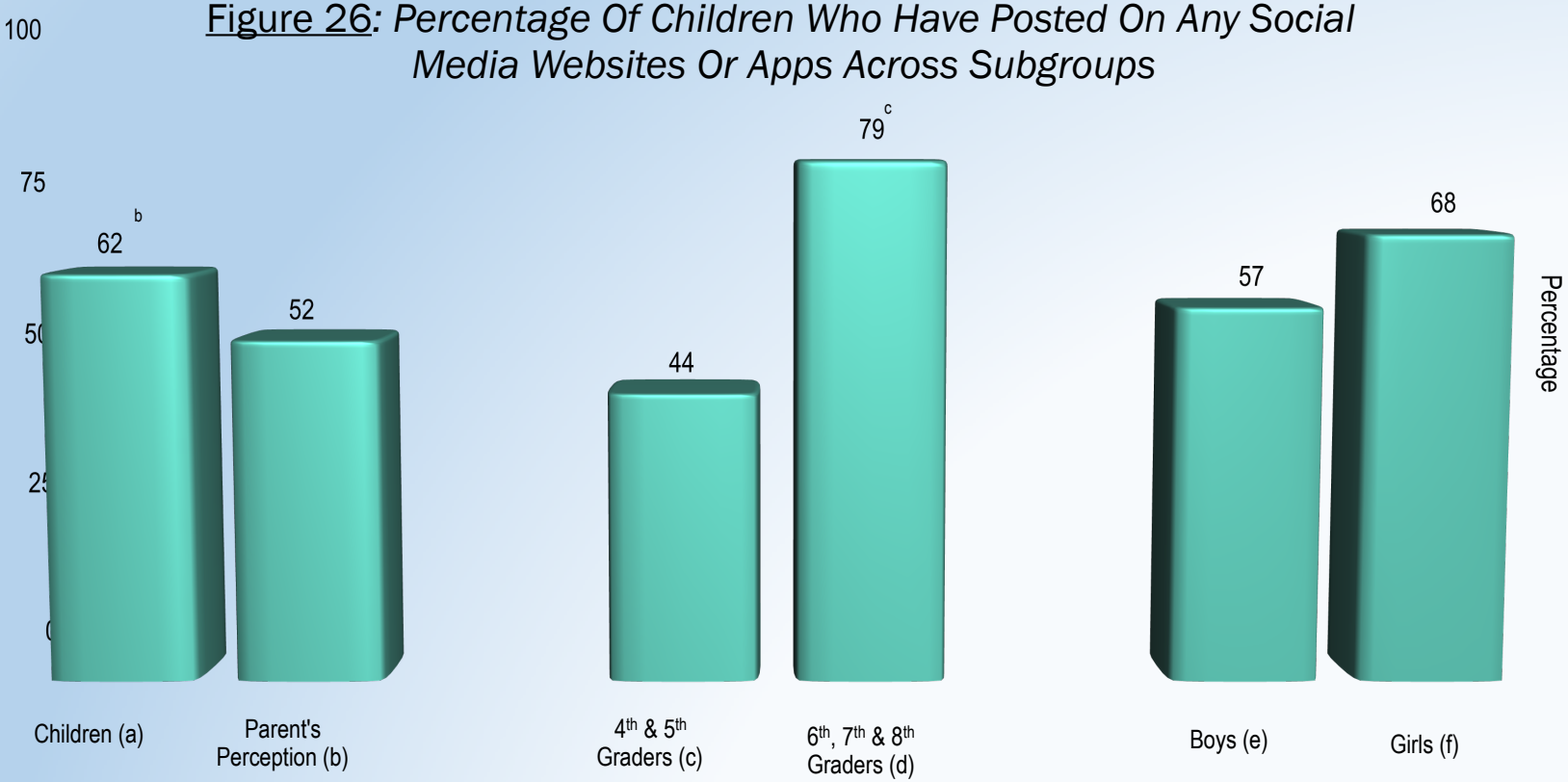
Figure 25: *Specific Social Media Websites And Apps That Children Use Across Grade*



Base: All children answering : 4th & 5th Graders (n=79-82**), 6th, 7th & 8th Graders (n=87-89**).
Q14: Do you use:
Note: Percentages represent a "Yes" response.
Letters indicate statistically significant differences.
**: Warning, small base.

CHILDREN'S INTERNET USAGE STUDY

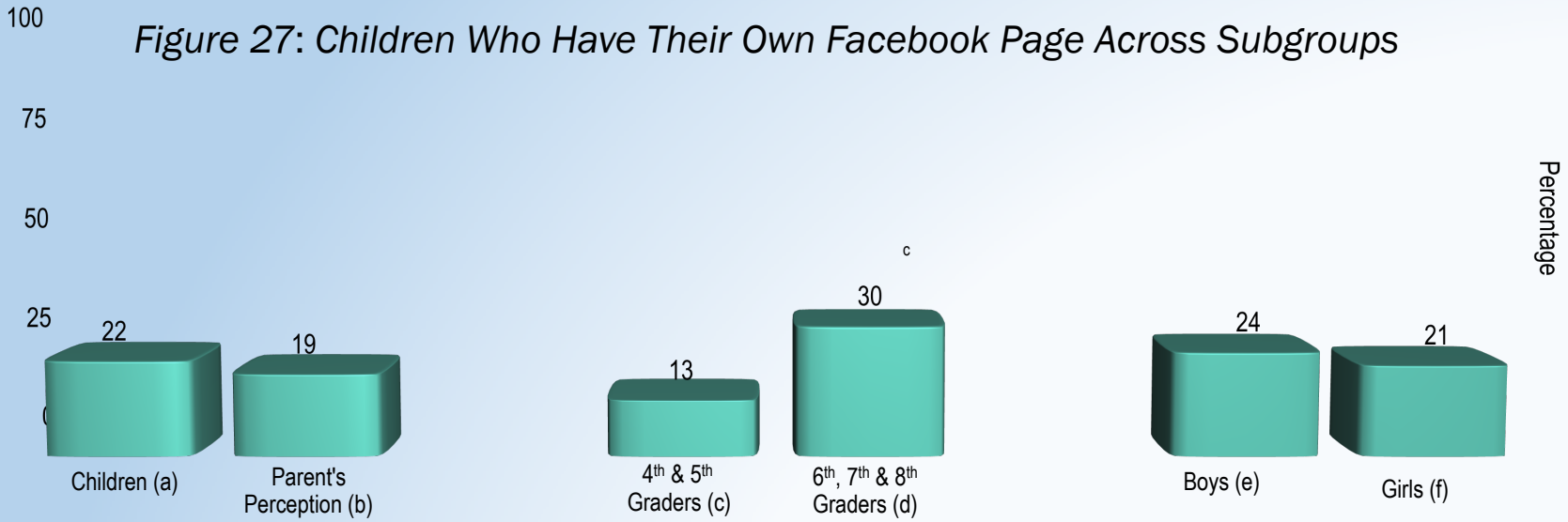
Figure 26: *Percentage Of Children Who Have Posted On Any Social Media Websites Or Apps Across Subgroups*



Base: All respondents answering: Children (n=170), Parent's Perception (n=171), 4th & 5th Graders (n=81**), 6th, 7th & 8th Graders (n=89**), Boys (n=91**), Girls (n=77**).
Q15: Do you ever post on any of the sites or apps in question 14 above?
Note: Percentages represent a "Yes" response.
Letters indicate statistically significant differences.

CHILDREN'S INTERNET USAGE STUDY

Figure 27: Children Who Have Their Own Facebook Page Across Subgroups



Base: All respondents answering: Children (n=169), Parent's Perception (n=171), 4th & 5th Graders (n=80**), 6th, 7th & 8th Graders (n=89**), Boys (n=89**), Girls (n=78**).
Q31: Do you have your own Facebook page?
Note: Percentages represent a "Yes" response.
Letters indicate statistically significant differences.
**: Warning, small base.

CHILDREN'S INTERNET USAGE STUDY

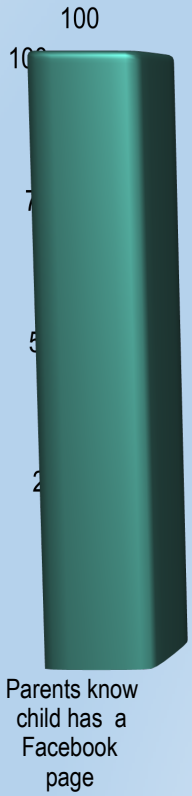
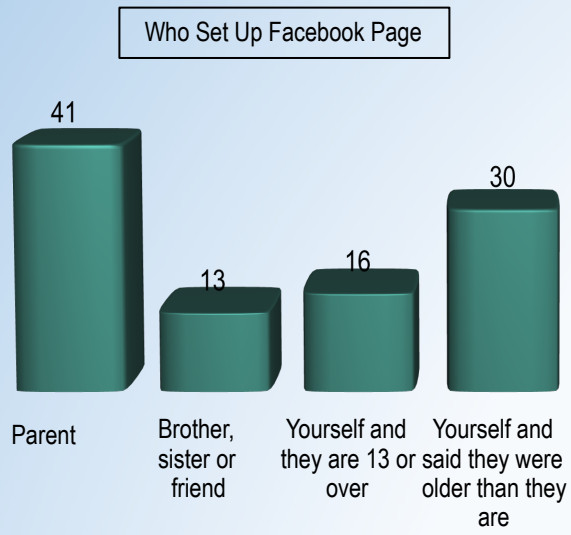
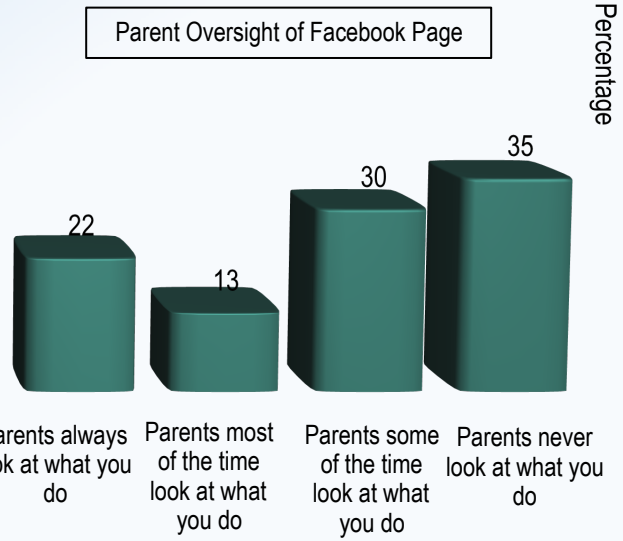


Figure 28: Children's Behavior When Using Facebook




Parent Oversight of Facebook Page
Percentage
22
13
30
35
Parents always look at what you do
Parents most of the time look at what you do
Parents some of the time look at what you do
Parents never look at what you do

Base: Children who have their own Facebook page (n=37**).
Q32: Do your parents know you have your own Facebook page?
Q33: When you set up your own Facebook page did you:
Q34: Which is usually true when you use your Facebook page:
Note: Percentages represent a "Yes" response.
**: Warning, small base.

Objective 6:
Determine Children's Online Interaction With Strangers

CHILDREN'S INTERNET USAGE STUDY

Determine Children's Online Interaction With Strangers

- Many children have friended strangers online, sometimes lying about their age to them or giving out personal information, but rarely meeting with the stranger in person:
  - Four out of ten (40%) say they have "friended" or connected with someone they didn't know on a site or app, many more than their parents' perception of this behavior (23%) (see Figure 29).
  - Friending strangers is more prevalent among older students (33% 4-5 graders, 47% 6-8 graders), but significant numbers of younger ones do it as well. There is no statistically significant difference on this activity between boys and girls.
  - Four in ten children (40%) say they have chatted online with someone they don't know, higher than the perception of parents (28%) (see Figure 30). The practice is done by both 4-5 graders (32%) and 6-8 graders (47%) as well as boys (42%) and girls (36%).
  - After chatting online with a stranger, some have gone further and chatted with the stranger via text on their cell phone (30%) or voice on their cell phone (21%) (see Figure 31).
  - Of those chatting with strangers online, 45 percent told the stranger they are older than they are, 10 percent said they were an adult, 25 percent gave the stranger their phone number and 6 percent gave the stranger their address.
  - Fifteen percent of those who chatted with a stranger online tried to meet the person and 11 percent actually did so.
  - When rebased back to all children (not just those chatting with a stranger), these data show that 12 percent of kids spoke to a stranger by text and 8 percent by voice; 18 percent told a stranger they are older than they are and 4 percent said they were an adult; 10 percent told the stranger their phone number and 2 percent their address; 6 percent tried to meet the stranger and 4 percent actually met them (see Figure 32).

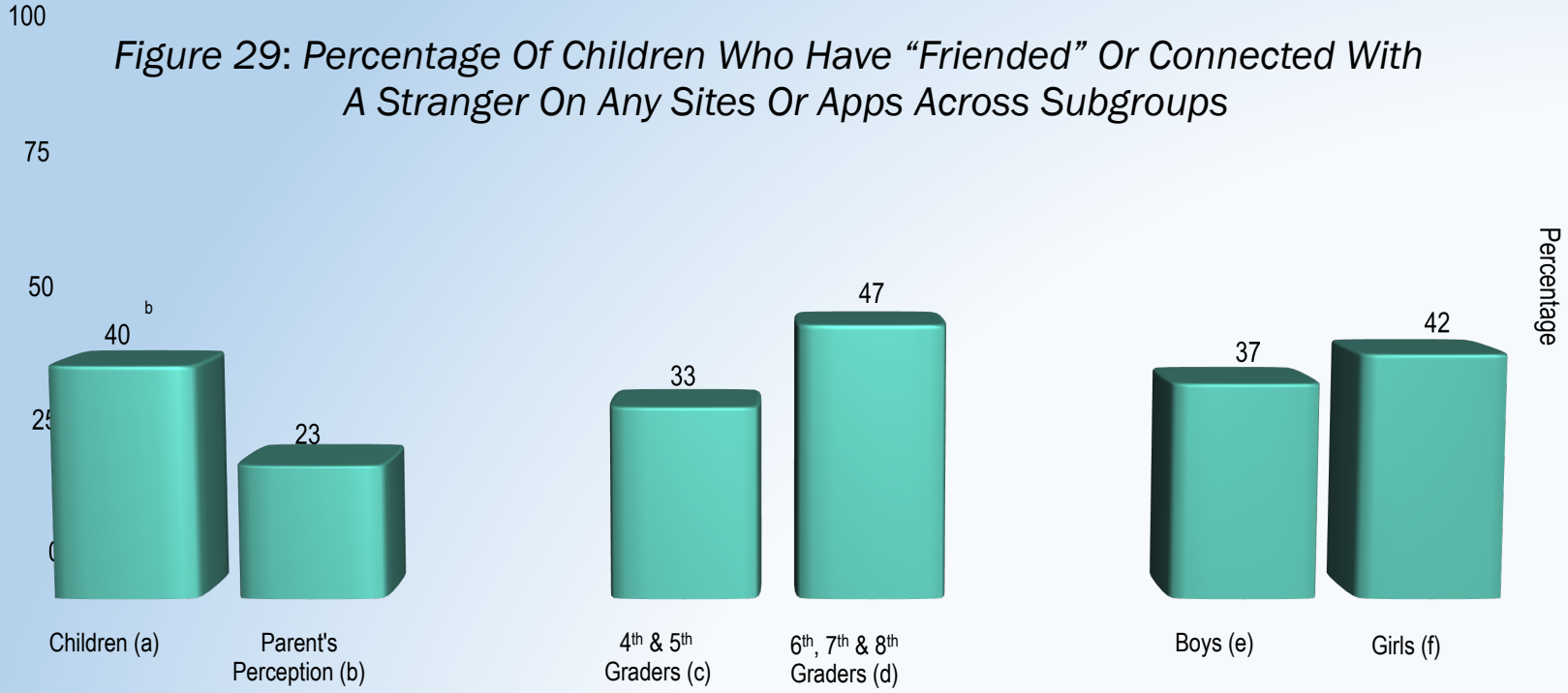
CHILDREN'S INTERNET USAGE STUDY

Determine Children's Online Interaction With Strangers

- All of these activities happen at least somewhat more frequently among older children (again based back to the total sample) (see Figure 33). For example, those in grade 6-8 are slightly more likely to text a stranger (7% 4-5 graders, 16% 6-8 graders), speak to a stranger on a phone (5% 4-5 graders, 11% 6-8 graders), try to meet a stranger (1% 4-5 graders, 10% 6-8 graders) and actually meet a stranger (1% 4-5 graders, 7% 6-8 graders). They are more likely to tell a stranger they are older than they are (15% 4-5 graders, 20% 6-8 graders) or that they are an adult (4% 4-5 graders, 5% 6-8 graders). They are also more likely to give out their phone number (5% 4-5 graders, 15% 6-8 graders) or address (1% 4-5 graders, 3% 6-8 graders). There are few differences by gender.
- Since only 7 children actually met a stranger, statistics shouldn't be used to show how that interaction was handled. But raw counts can be shown (see Table 1). All 7 children met with someone their own age. Only one met the stranger alone, with others bringing a parent (2), an older sibling (3), someone their own age (4) or someone else (2). They typically met in a public place like a park (6) or a fast food restaurant (1), but a few met at their home (2) or the stranger's home (1). In one instance, a child said the stranger did or said something that was inappropriate. These numbers sometimes add to more than 7 because children may have taken more than one person to a meet up or met with strangers more than one time.

CHILDREN'S INTERNET USAGE STUDY

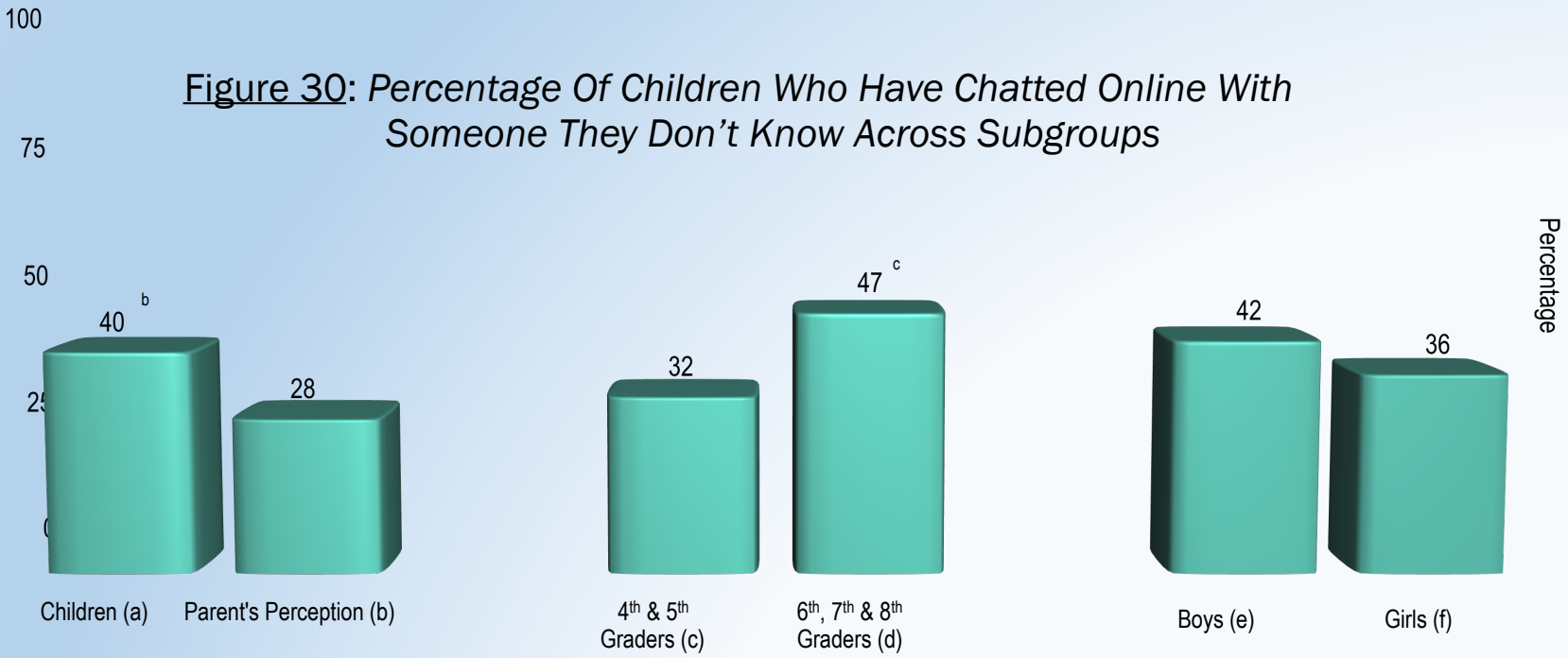
Figure 29: Percentage Of Children Who Have "Friended" Or Connected With A Stranger On Any Sites Or Apps Across Subgroups



Base: All respondents answering: Children (n=171), Parent's Perception (n=171), 4th & 5th Graders (n=82**), 6th, 7th & 8th Graders (n=89**), Boys (n=91**), Girls (n=78**).
Q16: On any of the sites or apps in question 14 above, have you ever "friended" or connected with someone you don't know, that is, with a stranger?
Note: Percentages represent a "Yes" response.
Letters indicate statistically significant differences.

CHILDREN'S INTERNET USAGE STUDY

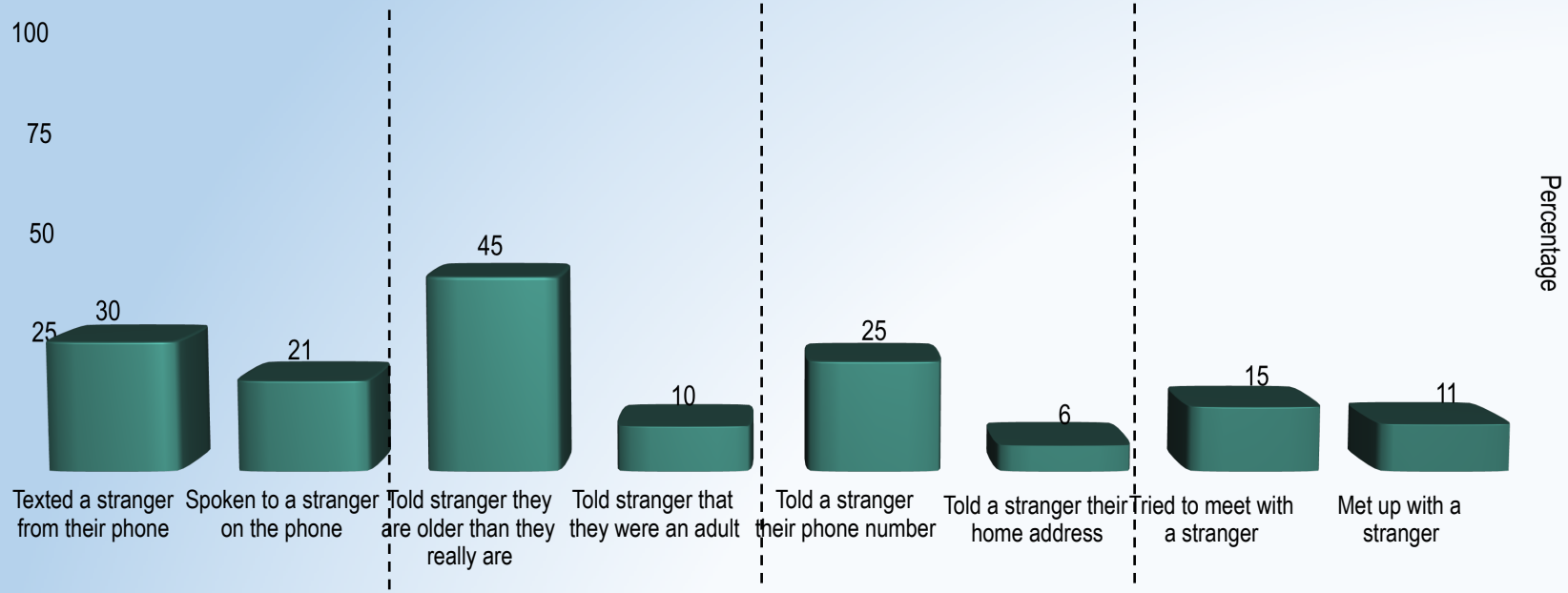
Figure 30: *Percentage Of Children Who Have Chatted Online With Someone They Don't Know Across Subgroups*



Base: All respondents answering: Children (n=171), Parent's Perception (n=170), 4th & 5th Graders (n=82**), 6th, 7th & 8th Graders (n=89**), Boys (n=91**), Girls (n=78**).
Q17: Have you ever chatted online with someone you don't know?
Note: Percentages represent a "Yes" response.
Letters indicate statistically significant differences.
**: Warning, small base.

CHILDREN'S INTERNET USAGE STUDY

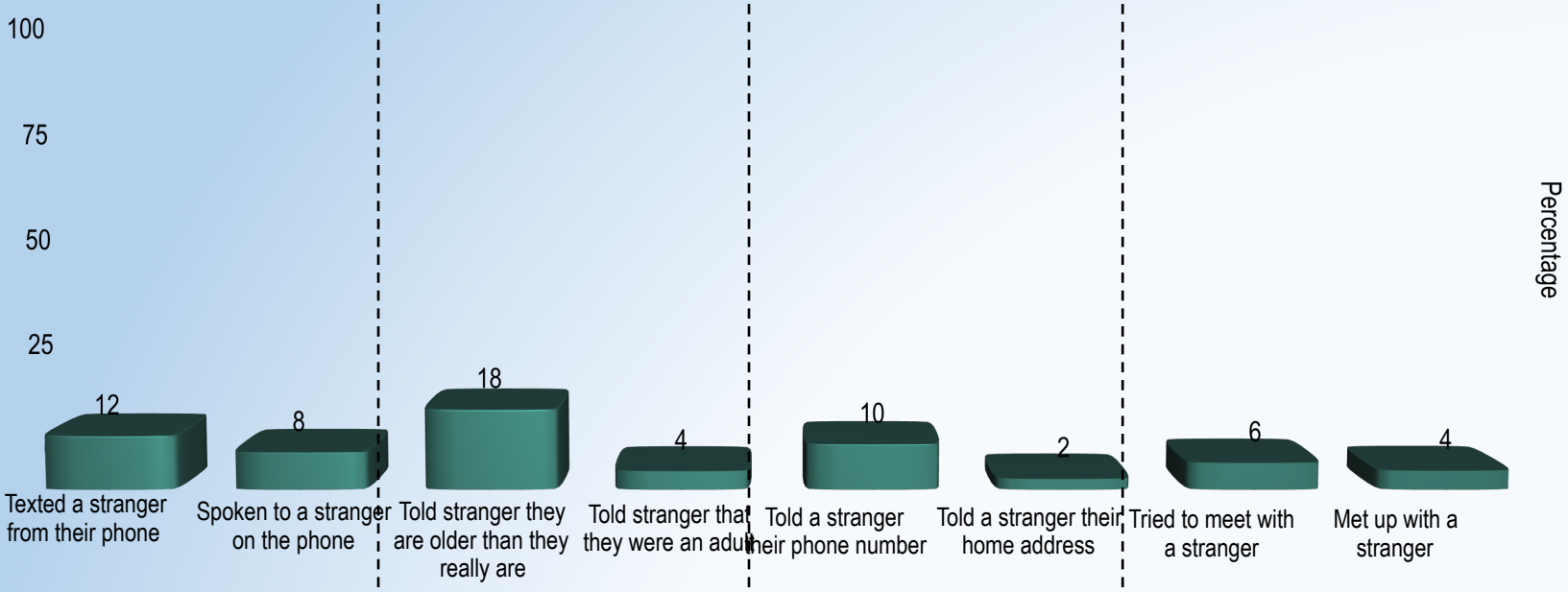
Figure 31: *Children's Online Interaction With Strangers (Among Children Who Have Chatted Online With A Stranger)*



Base: Children who have chatted online with someone they don't know (n=67**).
Q18-21: Have you ever told someone you don't know when chatting online that you are older than you really are/ are an adult / your home address / your phone number?
Base: Children who have chatted online with someone they don't know (n=64-67**).
Q22-25: After chatting with someone on the Internet you don't know, have you ever texted any of those people from your phone/ spoken to any of those people on the phone/ tried to meet with any of those people/ actually met up with any of those people?
Note: Percentages represent a "Yes" response.
**: Warning, small base.

CHILDREN'S INTERNET USAGE STUDY

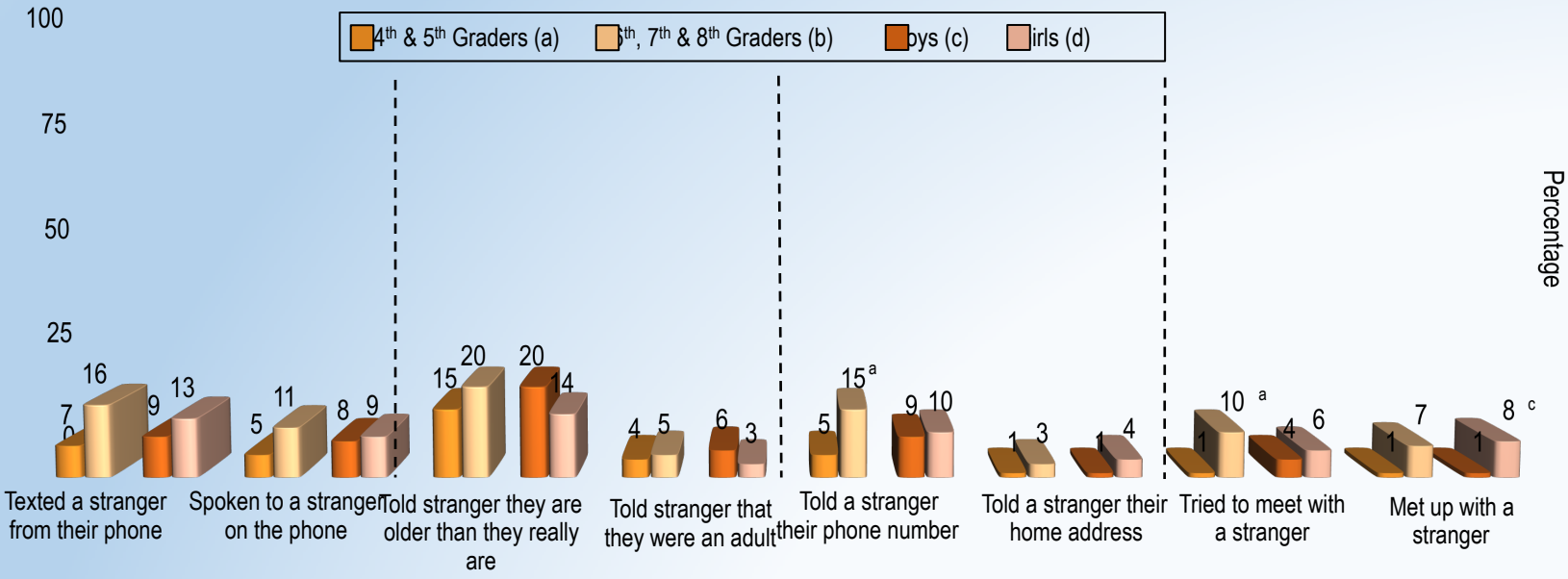
Figure 32: *Children's Online Interaction With Strangers (Overall Sample)*



Base: All children (n=170).
Q18-21: Have you ever told someone you don't know when chatting online that you are older than you really are/ are an adult / your home address/ your phone number?
Base: All children (n=166-170).
Q22-25: After chatting with someone on the Internet you don't know, have you ever texted any of those people from your phone/ spoken to any of those people on the phone/ tried to meet with any of those people/ actually met up with any of those people?
Note: Percentages represent a "Yes" response.

CHILDREN'S INTERNET USAGE STUDY

Figure 33: *Children's Online Interaction With Strangers Across Grade And Gender (Overall Sample)*


4th & 5th Graders (a)
5th, 7th & 8th Graders (b)
Boys (c)
Girls (d)
100
75
50
25
Percentage
Texted a stranger from their phone
Spoken to a stranger on the phone
Told stranger they are older than they really are
Told stranger that they were an adult
Told a stranger their phone number
Told a stranger their home address
Tried to meet with a stranger
Met up with a stranger

Base: All children: 4th & 5th Graders (n=82**), 6th, 7th & 8th Graders (n=89**), Boys (n=91**), Girls (n=78**).
Q18-21: Have you ever told someone you don't know when chatting online that you are older than you really are/ are an adult / your home address/ your phone number?
Base: All children: 4th & 5th Graders (n=81-82**), 6th, 7th & 8th Graders (n=86-89**), Boys (n=89-91**), Girls (n=76-78**).
Q22-25: After chatting with someone on the Internet you don't know, have you ever texted any of those people from your phone/ spoken to any of those people on the phone/ tried to meet with any of those people/ actually met up with any of those people?
Note: Percentages represent a "Yes" response.

CHILDREN'S INTERNET USAGE STUDY

Table 1: *Online Interaction With Strangers Among Children Who Have Met In Person With Someone They Don't Know*

	COUNT
Age Of Strangers That Children Met Up With	**(n=7**)**
Someone their age	7
A student several years older than them	0
An adult	0
Who Children Took With Them To Meet With Strangers*	**(n=6-7**)**
By him/herself	1
Took a friend that is his/her age	4
Took an older brother or sister	3
Took a parent	2
Took someone else	2
Locations Where Children Met With Strangers*	**(n=7**)**
Their home	2
The stranger's home	1
A restaurant or fast food restaurant	1
A public place like a park or mall	6
Behavior When Children Met With Stranger	**(n=7**)**
Stranger did or said something that was inappropriate	1

Base: Children who have met in person with someone that they didn't know (n=6-7**).
Q26: When you met in person with someone from the Internet that you didn't know, was the person you met with:
Q28: When you met in person with someone from the Internet that you didn't know, did you ever:
Q29: When you met in person with someone from the Internet that you didn't know, did you ever meet:
Q27/30: When you met in person with someone from the Internet that you didn't know, did you ever go by yourself/ did they say or do anything that you thought was inappropriate?
Note: For Q27/30 percentages represent a "Yes" response.
*: Answers may add to more than the total number of people answering because more than one response was accepted.
**: Warning, small base.

Appendix A:
Respondent Profile

CHILDREN'S INTERNET USAGE STUDY

Respondent Profile

	Total
Gender	(n=171)
Boy	53%
Girl	46%
Other	1%
Grade level	(n=171)
4th	22%
5th	26%
6th	19%
7th	18%
8th	15%
Age	(n=171)
Mean	11.6
9 yrs old	3%
10 yrs old	23%
11 yrs old	23%
12 yrs old	22%
13 yrs old	17%
14 yrs old	10%
15 yrs old	2%
Hispanic/Latino (Parent*)	(n=171)
Yes	5%
No	95%
Race/ethnicity (Parent*)	(n=167)
White	68%
African - American	25%
Asian American	2%
Mixed race or cultures	3%
Something else	2%

Note: Children were also asked about ethnicity and race. Some were uncertain of how to answer. Therefore, parent data is reported here The race/ethnicity of the child in some cases will be different.

CHILDREN'S INTERNET USAGE STUDY

Respondent Profile

	Total
English language spoken most often in home	(n=171)
Yes	98%
No	2%
School type	(n=171)
Public school	63%
Private school	29%
Homeschool	7%
Some other type of school	1%
Neighborhood type	(n=171)
Urban area	29%
Suburban area	68%
Rural area	3%
Annual household income	(n=171)
Mean	117.1
Less than $25,000	5%
$25,000 to $49,999	12%
$50,000 to $74,999	16%
$75,000 to $99,999	24%
$100,000 to $149,999	22%
$150,000 to $199,999	9%
$200,000 or more	8%
Prefer not to answer	4%

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CHILDREN'S INTERNET USAGE STUDY

(GRADES 4-8)

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